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ABSTRACT

This collection of articles, written for and by State University of New York (SUNY) community college educators, includes the thoughts of a college president on teaching and the perceptions of a faculty member about student services, as well as a variety of articles on student services, teaching methods, community outreach, and inmate education. The following articles are included: (1) "Community Colleges: Second Best or Last Best Hope?" by Harold Cantor; (2) "The Business of Teaching," by Marvin J. Feldman; (3) "Pedagogy," by John H. Whiting; (4) "Inmate Education in the SUNY System," by Ruth M. Fossedal and Thomas J. Nelson; (5) "The Community College, a 'Higher Education,' and the Process of Initiation," by Richard Katims; (6) "Teaching the Humanities and the Technologies in the 21st Century: A Faculty Development Project," by Phyllis Bader-Borel; (7) "Technical Writing: It Is a Humanities Course," by Judy S. Karmiohl and Constance J. Ostrowski; (8) "The Gordon Howe Center," by Edwin H. Lundberg; (9) "Changing Enrollment Configurations and Management Opportunities," by Anthony W. Walsh; (10) "The Artist Learns Computer Graphics," by Mary P. Kelly; (11) "The Whys, Hows, and Results of Providing Community College Students Free Legal Advice," by Barrie Alan Peterson; and (12) a review of Brian Gallagher's "Microcomputers and Word Processing Programs: An Evaluation and Critique," by William V. Costanzo. (EJV)

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1988

COLLEAGUE

An annual collection of articles on
academic and administrative issues
facing community colleges of the
State University of New York

JC 880 143

COLLEAGUE

An annual collection of articles on teaching
and administration at community colleges
of the State University of New York

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Foreword

It is with great pleasure and pride that we present the inaugural issue of *Colleague*, an annual collection of articles on academic and administrative issues facing the thirty community colleges of the State University of New York, written for and by SUNY community college educators.

As a successor to *Insight* (1977-1985), an annual concerned with community college teaching and learning, *Colleague* is a collaborative effort of the SUNY Faculty Council for Community Colleges and the SUNY Central Administration Community College Office (which jointly brought you *Insight*), and the Association of Presidents of SUNY Community Colleges. *Colleague* has been created to broaden the range of subject matter previously shared in *Insight* to include all issues, not only those academic, of importance today in community college education.

Appropriately, *Colleague*, 1988 includes the thoughts of a college president on teaching and the concerns of a faculty member about personnel administration, as well as a variety of articles on student services, teaching methods, community outreach, inmate education, and other matters.

We are grateful to our contributors and are certain that their perceptions will interest you. We are open to suggestions from you on how *Colleague*, 1989 may be of assistance to you in your work on behalf of SUNY's more than 400,000 credit and non-credit students.

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COMMUNITY COLLEGES: SECOND BEST OR LAST BEST HOPE?

by
Harold Cantor
English/Humanities Department
Mohawk Valley Community College

For sometime now, I have been putting off writing a paean to America's community colleges. The timing doesn't seem right but perhaps one is long overdue--especially since this past year has been a season of discontent for two-year colleges.

In Alaska, the Board of Regents of the University of Alaska has recommended that the public community colleges be absorbed into the four-year university system. In California, whose massive system of 106 community colleges enrolls roughly 1.1 million students or one in every eleven college students in the U.S., there is a severe budget crunch and a governance proposal has been made which would strengthen state control and diminish local influence. In New York, although the long-awaited dropoff in enrollment did not materialize in 1987, the fear persists that a downward turn is inevitable despite recruiting and outreach efforts. Everywhere one turns, talk of tumbling FTEs, possible retrenchment, and elimination of programs is heard. Faculty morale--never rousingly high--is dropping to a new low.

The responses to the pall cast by these events have differed depending on the responder. At a national level, the major association representing junior and two-year colleges, the AACJC, has fallen back on the acknowledged strengths of community colleges. Dale Parnell, its president, has proposed creating 2 + 2 agreements with secondary schools and the adoption of a new "tech-prep" associate degree. He points out that 5 million of the nation's postsecondary students are enrolled in two-year colleges and to the role played by these institutions in retraining dislocated workers and serving community and industry work force needs. These proposals and arguments, while seemingly reflecting strengths, have the unintended effect of reinforcing the public misconception of the community colleges' mission as primarily vocational and, to some degree, different from that of four-year universities. "Real colleges" are concerned with educating the mind, so goes the stereotype; at high school, when students' marks are average and their minds do not seem motivated by an "academic" curriculum, they are steered into vocational or career tracks.

Top administrators at two-year colleges respond to the current malaise with a belt-tightening philosophy. Expert at weathering any storm, they talk tough to faculty union representatives, stress accountability to the faculty, and sometimes slim down their administrative support staff. Presidents often take to the hustings eliciting community support, foundation help, and initiating ad campaigns stressing the low-cost of two-year college "quality" education. Unfortunately, John Q. Citizen is smart enough to know that, over the long haul, quality does cost and that many who enter the open door of the two-year college do not make it down the aisles at graduation.

What of the faculty response during this dry season? To a certain extent, the faculty has done what it always does when presented with a crisis--agreed that times are bad and blamed poor leadership, helped where they could, and gone back to the classroom to get on with the job. There are a few signs, though, that this period has produced intense introspection in some faculty members on the future role and purposes of the community college. In some states, faculty members have joined intercampus committees whose charge is to recommend to the governing boards prudent steps to be taken. In New York, a faculty-sponsored Conversation in the Disciplines was held at Broome Community College on "The Social Role of the Community College" in Fall of 1986, and SUNY Central Administration sponsored a system-wide conference on General Education in 1987. These efforts, though positive, have produced no consensus on a clear direction for two-year colleges. Instead, they have provided an opportunity for neo-Marxist critics such as Stephan Zwerling, author of Second Best, and Fred L. Pincus, author of "The False Promises of Community Colleges" (Harvard Educational Review, 50:7, August, 1980) to renew their attacks on the value of a two-year education.

Once again, the 27-year old "cooling out" theory is being exhumed, and the claims are being made that two-year colleges inadvertently deceive students with workingclass backgrounds by giving them the illusion of upward mobility while in reality keeping them in their place by shunting them into dead-end or marginal jobs. Because an accurate data base on transfer and career follow-up studies of community college students does not exist nationally or even in individual states, it is not possible to refute fully these critics by citing statistics or contrary findings.

The lack of statistically-reliable follow-up studies has permitted critics of community colleges to call into question their value as educational opportunity centers for minority students. However, studies cited in reports released by two former U.S. Commissioners of Education show that as elementary and secondary school enrollment of minority youth has been increasing, the dropout rate has also multiplied. It is estimated that, if current dropout rates persist, 4.5 million minority students will, by the year 2000, leave school before they graduate. Given these facts, the "second chance" function of community colleges for youth in urban areas is bound to become increasingly vital.

The Ford Foundation has recognized this function with a series of grants to urban two-year colleges to bolster recruitment of minority students and foster transfer to four-year institutions. Unfortunately, this emphasis on minority education in two-year colleges also strengthens the arguments of those who would stereotype community colleges as holding tanks for the ghetto underclass, obscuring the fact that the ethnic makeup of the more than 1200 two-year colleges is predominately white. One cannot assume, therefore, that the one in ten who completes a degree at community colleges is a member of a minority group. Moreover, anyone who has worked or taught in a community college for some time knows that the one-in-ten figure does not reflect the worth to society of the community college.

That worth is often determined by intangibles not easily measured. The enormous impact my college has had on the surrounding community was made apparent to me during a recent hospital stay. My nurses had graduated from Mohawk Valley Community College; my roommate, who worked at Special Metals as a night foreman, had taken part-time courses in English and Sociology there; in the next room, after an appendectomy, was a former student who had completed the Advertising, Design and Production program and now taught printing at the local high school; and several of the Food Service workers had enrolled part-time. All of them spoke in glowing terms of their experiences. Most had not completed their degrees. Community colleges, whether they be rural or urban, are democratic institutions; they strive to be both work-enhancing and life-enhancing, and their impact cannot be measured solely in conventional terms of middle-class upward mobility.

In addition to their educative function, two-year colleges have a socializing function. Often they provide a city or a county with a prideful place where worthy ends achieve parity with individual means.

Whether it be providing a campus setting for a United Fund TV commercial, a telephone line for a Rape Crisis Center, or an auditorium in which senior citizens can watch a touring company of "Twelfth Night," the two-year college lends it facilities at minimal cost to its local sponsors. Critics charge that such activities are educationally diluting and lead to an unwholesome emphasis on hobby and recreational courses. They contend there is a danger that the community service function can overshadow basic academic commitment; it is true that sometimes some course offerings seem outrageously simplistic. The real danger, however, is that under pressure from State governance boards and accrediting agencies and the defensive urge to justify their existence, community colleges will diminish their contribution to a high quality of life for their heterogeneous student body.

Faced with dwindling enrollments and stiff competition, community colleges will be tempted to rely on narrow training and retraining of students to meet local work force needs and to succumb to the current rage for low-tech workers to staff so-called high-tech parks. Already 60 percent vocational in their programs, community colleges need to rethink their comprehensive mission and priorities, but that should not mean retreat from the democratic impulses that brought them into being in the first place.

Community colleges should remain open-access institutions and retain their commitments to:

1) the importance of remedial education for the adult and disadvantaged population. Without such remediation, this country faces the prospect of leaving still another generation in the no-man's-land of semi-literacy and increasing its dependency on knowledge derived from television and trashy magazines. The teaching of the basic skills of writing, reading, listening and speaking cannot be shifted to the high school and elementary schools alone; they will be a responsibility of two-year colleges for years to come.
2) the significance of general education in career programs. Leaders in business and industry insist that narrow training is insufficient for the work force and urge that colleges foster communication skills, flexibility, and the ability to solve problems of both people and products. There is no more challenging problem in higher education than arriving at the appropriate mix of general and applied courses in a tight two-year curriculum. Yet at places such a Miami-Dade Community College and Broome Community College that problem is being addressed and innovative programs are being implemented. Community Colleges must continue to search for solutions.
3) the value of the extra curriculum (e.g., faculty support for an Arts building, such as the recently completed Performing Arts Center on the campus of Florida's Edison Community College). Students are individuals, their needs cannot be served by prescribed courses alone. Too little attention has been given in a time of fiscal austerity to cultural offerings and the ambience of the campus. While some two-year colleges are architectural models of excellence, many look like factories, hotels and warehouses because that is what they were originally. Both top administrators and faculty must seek funding and political support to improve what can be improved physically and import theater, music and dance which can transform a neutral environment.
4) diversity in their programs and support systems. The wider the choices and learning opportunities, the better these institutions can serve their heterogeneous population and fulfill the expectations of their sponsors. Community colleges have developed comprehensive missions precisely because the demands of an upwardly-mobile democratic society are so great. They should continue to nurture the prospect of upward mobility without shame or apology.

It would be tragic if community college leaders had a failure of nerve and relinquished the two-year colleges' role as socializing, educative institutions. If they are not the last best hope on earth, they are uniquely American institutions offering promise and opportunity to those most in need of it.

THE BUSINESS OF TEACHING
(An Address to the Faculty--August 25, 1986)

by
Marvin J. Feldman
President
Fashion Institute of Technology

As is my habit, I've spent much of the summer brooding about the future of F.I.T. Let me begin by repeating, as a context for any critical observations, that F.I.T.--thanks almost entirely to our remarkable faculty--has become the outstanding institution in its field in the world. I think it would be hard to find a disinterested observer who would dispute that. But our dominance demands, as I have said so many times before, that we be more self-critical than ever before. Our archenemy is complacency.

We need to confront the fact that we are working in a much more competitive environment than ever before. We grew very fast. We were highly successful. We are highly visible. But we have no monopoly, natural or conferred, on what we do. Perhaps inspired by our pioneering, other institutions are moving aggressively into our field. There was a time when we were virtually the only place students could come for fashion design. For years we were the only institution offering work in fashion buying and merchandising. We were the first in our field to offer a two-year A.A.S. degree program with an additional two-year bachelor's degree option.

But now we have competitors in all these areas. Twenty-two institutions offer degrees in fashion design. Almost as many offer fashion buying and merchandising. A growing number of two-year institutions offer four-year options, many in the majors we offer.

This new competitive environment is making new and unfamiliar demands on us. We are even competing for a different kind of student. Forty-three percent of our full-time day students are over 20 years of age when they arrive here; sixteen percent are over 25.

We will continue our predominance only if we continue to be distinctive--unlike any other institution. We are no longer distinctive because of what we do. That day is gone forever. We must now become and remain distinctive because of how we do what we do. And, in an educational institution, that means not what we teach but how we teach.

I was surprised and chagrined to find, thumbing through the file of talks I have made to this faculty over the years, that I have not spoken to you specifically about the business of teaching for 12 years. I have spoken to you about virtually everything else under the sun except what we are here for: to teach. I want to propose that we resolve now to give our highest priority to the business of teaching.

Teaching is higher education's most central function and its most neglected. Teaching is not often talked about. It is unusual on any college campus to hear a really intelligent discussion of teaching as teaching, and a useful article about teaching is a rarity. At the various academic conferences and meetings I attend, teaching is never on the agenda. It is as if the teachers who attend these sessions take pains to disguise the fact that they are teachers.

Critic Jacques Barzun, commenting on teaching's low priority in American universities, wrote: "The highest prize in the teaching profession is an assignment that requires no teaching." This is, in part, a reaction to the content vs. method controversy in elementary and secondary education. For years there was an almost insane emphasis on teaching methods and an alarming de-emphasis on content. Teachers, carefully instructed in the techniques of teaching, confused a whole generation of students when they tried to teach subjects they knew nothing about.

The higher educators' reaction against excessive emphasis on method in pre-college education has led to an almost equally destructive neglect on the business of teaching. Every year thousands of advanced-degree holders or experienced professional practitioners in every field--humanities, literature, music, plastic arts--begin what will become lifelong careers as teachers. But most of them know next to nothing about the history of education, or about the complex and fascinating verified facts of learning, memory, and habit; or about temperamental differences in verbal and visual powers; or the literature of the psychology of perception; or anything that will help them in the immensely difficult business of imparting knowledge.

Yet we all know that teaching doesn't come naturally. The great scholar is not necessarily a good teacher. Nor is the great designer, the great marketer, or the great entrepreneur.

But we can change that at F.I.T. if we want to. The first step, I think, is simply to re-acknowledge that teaching is our central function, and second, to affirm that teaching is a perfectible pursuit. We need to remind each other that, whatever our position at F.I.T., we are all here in support of one function--teaching.

We need to de-mystify the teaching process--to expose certain stubborn myths about it. Some believe, for example, that teaching cannot be taught. William Faulkner, about to begin a spell of teaching at Princeton, said: "Nobody can teach anybody else anything."

Others try to revitalize teaching in ways that are bound to fail. There is emerging, for example, the growing evaluation cult. It seems perfectly clear to me that while evaluation may be useful for other reasons, the teaching process will not improve simply by measuring it more often and more carefully.

Critics of the teaching process often look vainly for remedies in the wrong places--new curricula, new styles of teaching, ever-more-elaborate forms of governance, or in the endless search for an indefinable relevance. Others argue alternately that helping Professors teach more effectively is unnecessary or impossible. But I believe we have only begun to explore ways to help teachers teach more effectively.

We know mainly what doesn't work. We have often tried to improve teaching by vague emotional exhortations to rededicate ourselves to the task, or by offering technical tips on how to teach, by restlessly reshuffling subject matter, and even offering prizes, as if teaching were a kind of Miss America Pageant. There is no evidence that these methods have had much effect.

What has not been done and what desperately needs to be done is to fashion a workable system of supports based on a solid framework of new relationships between teachers and their colleagues, students, administrators, and specialists in the learning process.

Some institutions have made some progress by initiating programs of assisted self-study. Some departments at F.I.T. still require an observation training period before making a faculty appointment. These programs, if they are well conducted, can dramatically increase a faculty's self-awareness about the kind of teaching they would most like to do. But this renewed self-awareness may simply reinforce frustration unless colleges create structures through which these newly-illuminated ambitions can be pursued. Such teaching programs have one or more of these elements:

1) regular, detailed observations of discussions about teaching by colleagues, visitors, specialists and students;
2) a systematic sharing of knowledge about the learning processes;
3) the establishment of a campus teaching institute to coordinate and assist these activities;
4) experiments with new methods of certifying a student's mastery of a subject which free the teacher from the traditional necessity of grading his or her own students.

Any such efforts toward reform must acknowledge certain difficulties inherent in the business of teaching. While there is a rich suggestive literature on the business of teaching, there are no certain guides to follow.

Philosopher Glenn Gray says that the main task of the teacher is to show the relevance of particular knowledge. Relevance is simple and direct if the subject is how to change a tire or rope a calf or sew a seam. But it is a formidable challenge if the subject is archeology or metaphysics or creative design.

John Stuart Mill contended that students need at least once to confront subjects with utterly no external appeal--subjects, as Aristotle said, "in which there is no natural sweetness." Jerome Bruner said it is not the task of the teacher to engage established interests in his students, but to create new ones.

Teaching has sometimes been called a performing art. Like drama or the dance, it happens and is gone. But there are special differences: Teachers almost always work alone, and, unlike other performing artists, teachers are remarkably insulated from criticism. In fact, performer/teachers usually judge or critique their audiences--it is rarely the other way around.

So, while we know that teachers draw primary satisfaction from evidence of the effectiveness of their teaching, they rarely know if they are doing well or poorly. Teachers must rely for response on an essentially captive audience. They rarely get help from trained observers and precious little from colleagues. And students, so far as I know, are never methodically trained to judge the quality of the teaching they encounter, despite the fact we ask for student evaluations each year.

A foundation-financed group which studied college teaching extensively put the matter with a cruel clarity: "Teaching not only reverses ordinary patterns of criticism, but it also occurs in a sort of pedagogical amateurs' hours. In a profession otherwise notable for its requirements, prerequisites, hurdles, and elaborate dossiers, skills needed for effective teaching are treated off-handedly, as if mere imitation of graduate school models were enough . . . Universities have an obligation to help their staff and students monitor their own intellectual history as it is being made--in its failure as well as in its accomplishment--reflecting upon learning and the resources that help it occur."

I have spent some time lately in search of outstanding teaching institutions. And I offer to you as a provocative example--not as a model, I hasten to add--the Harvard Business School. It was for decades the unquestioned leader in business education and is still probably the number-one institution in that mushrooming field.

I think, however, the reasons for the success of the Harvard Business School may be misunderstood. Yes, it is attached to our oldest and most revered university. It is exceptionally large. It has a world-famous faculty. But I think all these are less important than an uncommon dedication by the Harvard Business School to the business of teaching. That dedication, which began in the school's earliest days, is probably the principal cause of its continuing distinction.

Harvard, of course, is known for its use of the case method, but the business school did not simply borrow the case method from the pre-existing Harvard Law School. The use of the case method is a special case of a more general case: a continuing, systematic, highly-disciplined search for how the particular body of material they have chosen to teach is best taught.

The case method brings into the classroom hundreds of slices of business reality. Why? Because, the school says, "Analysis and action are fused in the case method. The need to act on incomplete knowledge is the essence of the manager's task . . . . The case method demands an active intellectual and emotional response from the student. A skillfully-guided case discussion is a reality similar in certain essential qualities to the real world of business decision-making. Students must observe, listen, diagnose, decide, intervene. The discussion involves competition, collaboration, compromise and persuasion."

I hope you will understand that I am not in any sense a partisan of the case method. But I think we should pay the same kind of attention to defining our teaching goals and thinking through, with a similar precision, the teaching methods appropriate to them. Obviously, they will not be the same as Harvard's. They will not be the same in one F.I.T. department as in another.

We are a strong institution because we know why we teach what we teach. We will become stronger still if we become equally conscious of how we teach what we teach.

As we have grown bigger and older, we are no longer the small, happy family we were when I came here 15 years ago. Inevitably, we are becoming specialized, fragmented, and compartmentalized. I believe a renewed interest in the business of teaching could be a deeply-unifying concern, bringing us closer together again in the pursuit of ways to improve the performance of our common, central task.

I also believe that any effort to improve our teaching will best be pursued as a common, somewhat institutionalized effort. I do not know exactly what form it should take. I do know that I will give such an effort the fullest measure of moral, administrative, and financial support.

Let us begin this way: I want to ask all of you to let me know--formally or informally--whatever ideas you have for how we may best proceed to give maximum vitality to our teaching effort. Tell me what you need or what you think might work. Let's devote some divisional meetings to the topic. Do we need a formal campus-wide institute on teaching? Is there a better alternative? Give me your ideas without restraint.

Meanwhile, I will put my own thoughts and ideas together in a more orderly way and consult such experts as there are across the country if you want them. Then we can decide what to do next.

And now I want to tell you how uncertain I feel when I discuss teaching with this splendid faculty. I speak to you only because I would not like to leave anything undone that might make this great teaching faculty greater still--as an expression of our deep personal and professional commitment to provide excellence in education for working people.

******

Postscript: During the 1986-87 academic year, a Teaching Institute was formed at F.I.T. to establish a college-wide program of faculty development. It is made up of junior and senior faculty chosen by the Faculty Association from across the college, including the divisions of Art and Design, Business and Technology, Liberal Arts, and Student Affairs, with representatives from Library/Media Services.

Among its projects so far, the Teaching Institute has:

1. Identified pedagogical skills that require enhancement, instructional technologies that can be used effectively in the classroom, and areas of course content that require greater currency and rigor.
2. Identified professional development activities already available on a departmental, divisional, or college-wide basis that can be drawn upon to fulfill recognized needs. These include faculty manuals, inter-divisional conversations, and college-wide colloquia.
3. Outlined a multifaceted and comprehensive program of faculty development now available to all full-time and part-time faculty. Faculty from different disciplines and with varying needs are able to make use of the program's features which are most individually useful and relevant to them.
4. Established departmental in-service committees to plan and implement faculty development programs on the department level.
5. Set up a resource center to provide faculty with the means to meet personal professional development objectives. Available resources include printed and audio/visual materials, as well as research findings on teaching techniques and programs.

To supplement the activities of the Teaching Institute, in March 1987 President Feldman invited all members of the faculty with twenty or more years of full-time teaching at F.I.T. to participate in a Senior Faculty Retreat. The off-campus weekend included group discussions on "Assessing F.I.T.'s Past Strengths and Weaknesses" and "Senior Faculty as Academic Leaders": divisional conversations to consider important issues for the future within the various disciplines; and a meeting to discuss plans for the college's next twenty years.

During the 1987-88 academic year, F.I.T.'s junior faculty will go on a retreat to discuss their views of the college's future. The two faculty perspectives will serve as a basis for continued college-wide development and planning.

Pedagogy

Stand on your head
And wiggle your toes,
One thumb in your ear,
One on your nose.
Such teacher invention
Wins student attention.
Now upside down
On firm ground
You're ready to take the roll.

John H. Whiting
Professor of English
Orange County Community College

INMATE EDUCATION IN THE SUNY SYSTEM

by

Ruth M. Fossedal
Dean of the College

Thomas J. Nelson
Associate Dean
Off-Campus Credit
Genesee Community College

The young Hispanic inmate walked to the podium to address his fellow GED graduates. He was clearly nervous, but he had been selected by his peers to deliver the address, so he cleared his throat and began. At first, the words were soft and tentative as he struggled with this second language. Quickly, though, he gained confidence as he spoke to his audience, and his message was clear--wasn't it ironic that they had to become prisoners to learn the value of knowledge as a source of freedom--even within the confines of prison. He concluded his remarks with a challenge to his peers: To continue their education, as he planned to do, by entering Genesee Community College's program in order to build their passports to success.

In 1969, Genesee Community College investigated the possibility of conducting credit courses inside the walls of Attica--two years prior to the now-famous uprising at that site. Instruction did not begin, however, until January, 1973 with thirty-eight full-time students enrolled in programs leading to A.S. and A.A.S. degrees. The program was oriented toward helping inmates in initiating, continuing, or resuming their postsecondary education. It was designed to permit the student to pursue a specific career/educational goal--one he could either complete at Attica, or finish at Genesee Community College, or at another college upon release.

Today, Genesee's inmate education program has expanded to three additional sites: Orleans, Albion and Groveland. Each correctional facility has a site director, inmate clerks, tutoring assistance and the support of an on-campus staff of three people, directed by the Associate Dean of Off-Campus Credit. These staff members, with the assistance of staff from the campus-based support offices, provide educational programming which is equivalent to that received by students on campus. In addition to staff, the College provides substantial equipment and support to each facility: hardware equipment and software supplies necessary to permit micro-computer instruction; funding support to enhance the library holdings at each facility; microfiche files of the entire campus library collection; career guidance through the use of the SIGI career system; and various instructional supplies and equipment for course work and tutorial support. Earlier this year, a Computer-Assisted Drafting lab was developed at the Orleans facility to support the Drafting Certificate which is offered and to complement the existing drafting facilities at that site. In the fall, a full-time person was hired to expand and develop the computer-assisted tutorial programs at each site. Much computer software has been provided, and tutors have been hired to work with the students in each facility.

Building and maintaining such programs requires a dedicated staff willing to work with two systems. This requires patience and a respect for those who must follow rules and regulations within one system which at times may seem to present obstacles rather than solutions. At a recent in-service workshop for faculty teaching in the correctional facilities, one of the veteran instructors put it well when he said, "Be honest with the officers and show them that you value them as people, and you won't have any problems." Another instructor noted that she had enjoyed her many years of teaching inmate students because they were eager learners, and this feature helped to minimize the issues of rules within the facility. The rules are essential and need to be recognized in light of issue of security, rather than as a hindrance to the educational process.

There are, of course, obstacles to program implementation at correctional sites. Many of these facilities are located near small communities which are often conservative and isolated from the urban ghettos of Buffalo, Rochester, and the New York Metropolitan Area from which much of the inmate population originates. On occasions, residents from these smaller communities will question the value of educational programs for people who have broken the law, and will not support spending "tax dollars" for such programs. Another obstacle is sometimes evident in the attitudes of correctional personnel. The employees operate in isolation and reject public scrutiny; often, educational staff are viewed with suspicion or with disdain, as people who are trying to upset the routine in an already difficult setting. The philosophy of the top administrators regarding education may or may not carry over into the ranks.

For faculty, obstacles also exist. Procedures are considerably more complicated than those found on campus. This begins with the difficulties of scheduling security orientations, being fingerprinted, and having a mug shot taken. Upon entering a facility, the instructor must pass through a metal detector. Depending upon how sensitive the detector is set, this single step can involve the removal of all metal objects ranging from coins, pens, and cigarette packs, to belt buckles, coats, and shoes. At Attica, it is necessary to pass through many iron gates, and, upon arriving at the classroom, it is usually necessary to wait for the students to arrive from their various cell block areas.

Students also face obstacles. Often, they must work during the day and obtain their schooling in the evening, which leaves them little time for studying other than during late nights, or during recreational periods and weekends. These obstacles, which many students must deal with routinely, are compounded in a correctional facility by issues ranging from limited opportunities for undisturbed study, to curfew and lights out requirements, and the need for tutorial and developmental assistance in a setting where it cannot be easily provided.

Class attendance is also influenced by the system. It is possible to be "keep locked" in the blocks for an assortment of infractions of facility rules. In some cases, this can ultimately result in the withdrawal of a student if he or she is kept in isolation for a long period of time for disciplinary reasons or for self-protection.

A successful program, therefore, must provide good in-service support to the faculty and staff. At Genesee Community College response systems have been specifically developed to meet the needs of those who work in the college program. At the beginning of each semester a special orientation is held for correctional facility instructors. During the Fall, 1987 semester, the program was expanded to include supper, and facility personnel were invited to attend. The exchange of information was excellent, and this model is likely to be continued.

The College has also instituted a program whereby each faculty member is assigned to a veteran instructor by site. They were introduced to their mentors at the in-service program. Each mentor will be in touch with their faculty colleagues by phone to provide them with encouragement and to answer questions. It is anticipated that this program will increase communication and will lead to more effective problem-solving.

Site directors also require guidance and support. The Associate Dean meets with them on a regular basis, usually at the campus, so that they can come together to share concerns, seek solutions, discuss common issues, and meet with significant campus personnel. Importantly, this also serves to maintain a level of visibility for the correctional programs to the campus-based staff members.

Good working relationships with facility personnel are equally important. While the Associate Dean meets with the personnel from each facility frequently, it is essential that other College administrators meet with them to evaluate progress and establish goals. These meetings are varied from the College campus to the facility in order to provide each set of employees with an opportunity to view the others' world.

Of course, the most important consideration is the students. The site coordinators have daily interaction with the students at the facilities. In addition, College administrators meet with students on a regular basis to provide encouragement to them and to reinforce their efforts. Various administrators have spoken at College and GED graduation ceremonies. The Associate Dean meets with small groups of students to discuss new programs and services and to solve problems which may arise. The Dean of the College holds an open-discussion hour with inmate students at each facility at least once a year to share the College's plan for the future and to answer student questions. These one-to-one contacts are of great value as the students really appreciate the opportunity to share concerns with the primary academic officer.

A recent study by SUNY indicates that college programs make a difference for incarcerated adults. Between 1978 and 1983, recidivism rates were compared for program participants who completed their degrees with those who did not. Of the 276 surveyed program participants throughout the state who earned a degree or certificate, fourteen percent were returned to custody. On the other hand, twenty-three percent of the non-completers were again incarcerated. The study concluded that the completion of a college program while in prison may be positively related to adjustment upon release.

While colleges do not have access to students after release unless they attend the institution, word is sometimes received from former students through various methods of communication. Recently a site director at Groveland was approached by an inmate who asked him to relay a message back to the site director at Orleans. The message was short and clear: "Tell her that I am continuing my education since my transfer and that she made the difference in my life that has led me to this success." Another student recently wrote to his former instructor and to the site director, telling them of his success. He noted that because of his drafting training, he was able to start a new job at $12 an hour, and ended his letter by saying, "Not bad of an ex-offender, right?"

One has only to attend a graduation ceremony in a correctional facility to realize the impact of a degree upon the graduate and his or her family. Recently, the Dean of the College met with the wife and daughter of a program graduate following the ceremony. The father was proud, not only of his accomplishments, but of the example he was able to set for his child. Her future is brighter, because she now has a dream that is based on reality--if her father can do it, she can do it too.

THE COMMUNITY COLLEGE, A 'HIGHER EDUCATION,' AND THE PROCESS OF INITIATION

by
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Not long ago I attended a conference at a State University of New York campus, the concern of which was "The Liberal Arts in a Time of Crisis." A central theme of the conference was the now-familiar dichotomy between the declining liberal arts and the blossoming vocational or career programs.

I was a primary participant on two panels: "The Adult Learner and the Liberal Arts" and "The Vocationalization of the Community College." Each panel raised serious questions about the changing nature of contemporary higher education; but both, I felt, lacked a certain vitality because of their failure to confront some fundamental considerations which, these days, are buried in the practical sweep of education and its new language of "marketing" and "student-consumers." And while there was a measure of respect accorded the place and function of community colleges in the higher education scheme of things, especially in regard to adult learners, I came to realize that there is a misperception as to what often occurs among and within our students. One participant, for example praised community colleges because he saw them as places in which students are "at low risk." For reasons discussed below, I think that for a significant number of community college students, this is--and should be--profoundly untrue.

The discussion that follows is an attempt to rediscover, in the context of contemporary college practice, the psychosocial process of "initiation." Since initiation, properly understood, has always served the dual educational functions of shaping individual identity while fostering social continuity, my aim is to raise questions and considerations about the role played by higher education institutions, especially community colleges, in this process. These include:

-- How does the initiatory process relate to the structure and goals of higher education?

-- If, as most observers acknowledge, rituals of initiation are absent or obscure in our society, can a college be a source of revitalizing the initiatory experience?

-- If initiation can be a function of high education, is there a qualitatively unique role for community colleges, especially in view of the nature of their student bodies?

In my view, then, the question for higher education is not so much how do we win students back to the liberal arts, but how do we underscore the college's role as a vehicle for personal transformation and a truly higher learning? And therefore, any "crisis" in higher education is only tangential to the liberal arts. The crisis, if indeed one exists, has to do with the perception of the function of the college. It has to do with what we would like to see happen within that context and what kind of people we would like to see emerge.

* * * * *

What is initiation and how does it relate to the structure and goals of higher education? Every society, in order to achieve integration and continuity, must have some process by which people discover a personal sense of self and its relation to the social structure as a whole. We know, for example, that most primitive and traditional societies have well-defined procedures to effect the transition from childhood to adulthood. The Zuni Kachina ceremonies and the vision quest of American Plains Indians groups are only two of the better known examples of rites de passage. Anthropologists, psychologists and serious students of all societies stress the importance of these rituals, which are the dramatic counterpart to a society's mythology, in providing guides for the quest towards psychospiritual well-being and social orientation. And in recent years, the necessity for "passages" at all critical junctures of people's lives, not just puberty, has become apparent.

A ritual of initiation, operating within a mythological framework and taking place at various life stages, functions as a vehicle for identity clarification, communal solidarity, and what might be called "creative transformation." Joseph Campbell, the eminent mythologist, indicates that these rituals give form to human life in a profound and substantial way: they help to shape and raise to awareness the natural changes a developing person undergoes--changes in being, status, and relation to others. The rites of passage and other rituals of transformation serve, therefore, both a psychological and a sociological function. They are trials and ordeals in their most basic meaning and, at bottom, are primarily educational. So critical are these functions that historian of religion, Mircea Eliade, concludes, "Initiation lies at the core of any genuinely human life." (1)

Sensitive observers have long recognized the absence, or at least the muted nature of an integrated mythological and ritualistic structure in the modern Western world. C.G. Jung spoke of "modern man in search of a soul," indicating the lack of such a frame in general and the failure of Christianity in particular. Others, especially those concerned with art and literature, have joined in searching for or creating a "new" myth, what Mark Schorer in his study of William Blake calls the "hunt for the essential image."

If, for modern technological societies, particularly our own, the ritual experiences and supporting mythological frame are obscure (or even non-existent), what are the implications for contemporary institutions, especially those of higher learning? One important response is that schooling on all levels becomes an instrument of bureaucratic processing rather than personal transformation:

> In our day education has ceased to be a preparation for initiation; it has lost its true function of a training for inner maturity by a tempering of the will. Answers are given, information injected, instead of a channel opened to receive knowledge and an instrument prepared to re-express it; usually ... the instrument is spoiled instead of attuned by schooling. (2)

Ironically, Ivan Illich and other critics have suggested that educational institutions comprise in industrialized societies a kind of secular church, whose "clergy" and rites operate largely in the service of dominant elites and their ideologies. For Illich, "school is a ritual of initiation which introduces the neophyte to the sacred race of progressive consumption, a ritual of propitiation where academic priests mediate between the faithful and the gods of privilege and power." (3) The function of education, in this view, is chauvinistic, and schools, including colleges, indoctrinate students into the cultural symbology intended to produce social continuity and acceptable, i.e., non-threatening, patterns of behavior. But there is a world view of difference between this kind of chauvinism and the potential for the integration of the individual with the collective roots of society--the function of meaningful initiation.

The questions arising out of the discussion to this point are: can college revitalize the initiatory function, and if so, what kind of context is necessary for this revitalization? Finally, what unique role can community colleges play in this regard?

College can, I think, be a context for initiatory transformation, not merely as a random sidelight to what is generally conceived to be the "real work," but as an integral and essential condition within the process of education. I have been arguing that initiation is not simply a frivolous diversion from, but is central to, a real education. In fact, in my view, a genuine higher learning is incomplete without the quality of change that takes place, as a conscious endeavor, through ritual passage. At present, however, the structure and expressed goals of college education present the initiatory process as an obscure or superfluous underside to the important, more practical purposes for being in school. Yet colleges, including community colleges, continue to advance the rhetoric of individual identity, communal solidarity, and creative insight as primary objectives. Noting the value of initiation within the college environment, Professor Jay Williams has remarked:

> In a word, a college should not aim to be another more or less pleasant link in a continuous pathway between cradle and grave.
>
> College should be a time for short-circuiting and tearing down, for the fearful and painful

> experience of tumbling bodily into deep water. Only then can it also be a time of building and planting, creating a new person, swimming joyfully in water 60 fathoms deep. (4)

The potential for developing the insights inherent to the initiatory experience may exist within the framework of the community college. The nature of the community college and the students it attracts present a unique opportunity to fill the initiatory void. Although the community college has been the subject of extensive, often negative commentary, especially concerning social stratification and equal opportunity, there is a core of people who, consciously or unconsciously, look to and find in the community colleges precisely the experience found in initiation. This is especially true of many nontraditional students, often women, who come to the community college after years of being away from formal education. Some examples from my own recent experience are illustrative.

A bright and personable woman who was taking one of my classes came into my office one morning. I could see that she was upset, and the pretense that she used to begin the conversation was quickly dropped. She perceived that her problem was, in a sense, political and, because I was her political science instructor, sought me out. It became apparent, however, that what was bothering her went deeper than the issue she raised. And, in some measure, she was not unique among my students.

Mrs. W. had been a secretary in a public school, but increasingly "felt deadened" by what she came to experience as the dullness of her job. She quit when she was told by the school principal that she did not deserve a raise because, as a married woman, she was only working for "pin money," ostensibly to supplement her husband's income. Now in her late thirties, Mrs. W. decided to come to the community college, in defiance of her husband who is a correction officer, because she "wanted more." Their children were now more independent, and one daughter was already in college. Mrs. W. wanted to study social work.

The combination of twenty years away from school, a skeptical husband, and competition with her daughter for grades created extensive pressure for Mrs. W. When she came to me, she was trying to deal with her husband's contempt for her changing political consciousness. Her husband, for example, had been opposed to the Equal Rights Amendment, she said, because if the ERA was so controversial there must have been something wrong with it.

Clearly, contrary to the often-stated assumption that adults entering community colleges "are at low risk," Mrs. W.'s experience indicates the risk-filled situation she chose to engage and struggle within. She was, in short, "tumbling in deep water."

More recently I spoke with another woman who had just graduated from Ulster County Community College. She is a mother of three and has been physically disabled since birth. She was transferring to a four-year SUNY college and aspired to graduate degrees. She said, however, that before coming to the community college:

> I did nothing for fifteen years, and I thought I was going crazy. I went to psychiatrist after psychiatrist, but no one knew what was wrong with me. What was wrong was that I have this fine mind in a body that's not worth a damn, and I was vegetating.
>
> I was a good mother, but I had no hope, and I couldn't teach my children hope. Now I have it, and can teach them. My parents didn't understand education for its own sake. They saw it only as a means to a better job, and that wasn't relevant to me.
>
> Besides, I have to struggle for the next generation (of disabled people). In the next generation, they will be seen as a natural part of a college. But if we don't do it now, they will have to fight later on. (5)

The creative thrust of successful initiation entails a transformation of the self that is often expressed as a kind of rebirth. And thus, for Patricia, who returned to college in her mid-thirties and has, with great courage, taken the path of creative transformation, there is the offering of these lines from her poem, "Regeneration: By Degree (Graduation)":

> Ancient fires
> that consumed the saplings
> here
> have died to a smoky haze --
> there will be new life,
> soon. (6)

For all three women, then, the community college became the alchemical crucible for the quest of precisely those qualities of experience that initiation helps to uncover: an altered identity, a sense of communal solidarity, and a heightened creative potential. Their insights and concerns surely are not just practical or merely academic. They are psychological, social, and if you will, spiritual in nature.

But the need for this level of understanding is there for students of all ages, and both sexes, in college for a variety of reasons. One day, in the gymnasium, I had the chance to speak with a young student who was having difficulties at college. After a semester, he was undecided as to whether to "major" in business or political science. The young man related that a business instructor had told him of a former student who was making a substantial income selling computer cash registers. At the same time, however, he was enticed by the excitement he sensed in politics and wanted "to do something to help people." This young student's problem was not simply vocational. He was wrestling as well with how he sees himself and wants to present that self to the world.

In this context, the meaning of "vocation" changes and a college performs only limited service simply to help students select courses and assess the job market. Expressing the aims of a humanistic education, Abraham Maslow has argued that "the chief goals of the ideal college . . . would be the discovery of identity, and with it the discovery of vocation." (7) But it may be that community colleges, in attempting to fulfill these goals in some way, have at time unduly equated "occupation" and "career" with "vocation." Vocation might be more properly understood as a calling centered in a growing sense of self, whereby, according to Williams, "what matters is purpose, concern, and commitment, not so much for the future as for now. It is more important to be than to be something . . . ." (8)

* * * * *

Can these somewhat abstract, philosophical goals be effected for large numbers of students of all ages within the contact of a realistic college curriculum with its increasingly practical focus, especially when the language of human potential has been relegated to "the excesses of the 1960's" or co-opted into "leadership training" (i.e., management) courses? I think so.

The experience of initiation integrated within any meaningful college curriculum demands not only basic literacy--the ability to think well and clearly, and the ability to articulate what one thinks and believes--but careful inculcation of the tools of understanding so that one can act effectively as well.

Emphasizing the initiatory function of education implies, therefore, not only traditional study, but active engagement and relationship--and being put to the test by those who have already come through and understand the process. President Leon Botstein of Bard College has, in this regard, spoken of education as the development of the "capacity for common discourse," whereby students engage in political, social and moral dialogue not as an act of gentility, but as an expression of learning that is decisive for survival. (9)

The level of survival becomes more fully known through a vision in which the psychosocial characteristics that, at present, are dormant in our society are reawakened. That vision accompanies the process of initiation. A real education is consistent with initiation when it is a catalyst for fully-authentic individuals to function in a social world where that authenticity and individuality are both honored and needed.

Footnotes

1 Quote by D.M. Dooling, "Focus," Paraboal, Spring 1976, p. 1.
2 Ibid.
3 Ivan Illich, Deschooling Society, (New York: Harper and Row, 1971) p. 44.

4 Jay G. Williams, "The Ritual of Initiation: Implications for the Liberal Arts," *Educational Record*, volume 63, no. 1, Winter 1982, p. 30.

5 Quoted with permission from a conversation on October 4, 1985.

6 From Patricia Law, "Beginner's Mind," (unpublished paper), May, 1987.

7 Abraham Maslow, *The Farther Reaches of Human Nature*, (New York: Viking, 1971), p. 183.

8 Williams, *op.cit.*

9 From an address by Leon Botstein, "College Could Be Worth It," SUNY College at New Paltz, January 31, 1981.

Teaching the Humanities and the Technologies in the 21st Century: A Faculty Development Project

by
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> **In reality, as I learned from this project, my specialized discipline had actually narrowed my thinking. At the outset I was challenged by a non-scientific, humanistic philosopher who, unlike myself, sought a broader explanation of humanity. I came to realize I was a reductionist whose explanations were on the molecular level and my concept of reality consisted of explaining mechanisms in nature.**[1]

Nineteen faculty from nine State University of New York (SUNY) community colleges have just completed an unusual three-year grant project sponsored by the National Endowment for the Humanities (NEH) and the Exxon Foundation. The faculty are humanists and technologists representing a variety of disciplines who have worked together to create a model interdisciplinary course which they team taught for two semesters as part of the grant and are continuing to teach.

The nine participating community colleges are Adirondack, Broome, Columbia-Greene, Erie, Fashion Institute of Technology (F.I.T.), Herkimer, Hudson Valley, Mohawk Valley and Schenectady. In addition, three Distinguished Professors from Albany, Binghamton and Stony Brook worked with the project faculty.

> **The students' hesitancy for involvement which marked the first sessions were soon changed to eagerness for dialogue as each module offered opportunities to hammer away at the fundamental questions. When the students realized that the instructors were merely guides into the galaxy of module topics, they took hold of the course and made it their own. Soon, students and instructors looked forward to each class session and were often disappointed when time ran out.**

The original NEH planning grant proposal was written by the author and Dr. Sally Lawrence, Dean, Junior College of Albany (then Assistant Academic Dean, Schenectady County Community College), who served as co-directors. Dr. LaVerna M. Fadale, Research Associate in the Two-Year College Development Center, served as Project Coordinator.

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[1] This quote and those following are from narratives written by faculty participants in the process of evaluating the project.

This NEH grant of $8,533 funded a half-dozen day-long meetings and scores of small team sessions from October, 1984 through May, 1985, and provided the framework for planning the project of course and faculty development.

A $174,950 continuation grant from NEH plus a $41,157 matching grant from the Exxon Foundation for the period of October, 1985 through November, 1987 enabled the faculty, working with the Distinguished Professors, to complete the development of the course on "Humanities and Technology: Questions for the Future."

During the initial phases of the project, the 19 faculty members drafted a course comprising seven modules, which were developed to cover the following subjects: humanities, technology and values; humanistic and scientific inquiry; communication and values; life and death; technology and the environment; the social impact of technology; and artificial intelligence.

> **The course was really about accepting humanity as a striving species using an intellectual capacity to deal with all aspects of existence. It was about limitations on intellect that have been imposed both by nature and by education. The course was common to any discipline and reflected how values, the knowledge base itself, and the learner place limits on understanding. The philosophy of the course was indeed both "pure science" and "pure humanities."**

The course was designed to:

1. increase student awareness of the relationships between the humanities and technologies, through investigation of the differences and commonalities of the two perspectives;
2. explore the role of the value choices inherent in both approaches; and
3. stimulate critical analysis of science and technology issues as they relate to society and our value systems.

The need for such a course at the community college level grows directly, although inadvertently, from the very mission of the comprehensive community college. New York State community colleges are responsible for vocational (career) degree programs in the technologies and for two-year liberal arts programs that prepare students to transfer to four-year institutions.

This dual mission causes an unavoidable dichotomy between faculty and students in the career programs and those in the transfer programs. Although Associate in Applied Science (A.A.S.) degree programs, by New York State Regents regulations, must contain one-third of their coursework in the liberal arts, the task of integrating humanities components into career curricula continues to be a challenge because of the increasingly restrictive nature of most two-year technology programs and the separation of technology and humanities faculty.

The course, designed for both career and transfer students, attempted neither to "technologize" the humanists nor "humanize" the technologists, but rather to encourage exploration of both perspectives to increase students' critical thinking abilities and value-making capabilities.

> **My concern for student learning began to grow; "If we didn't understand what we were doing, how could students be expected to learn anything?" Continued interaction provided focus on the "process" of critical thinking and values testing. It was this idea that made the project meaningful for me. The process was education.**

Three Distinguished Professors worked with faculty throughout the project: Assistant Professor David Ferguson, Department of Technology and Science, SUNY at Stony Brook; Professor Anthony Preus, Department of Philosophy, SUNY at Binghamton; and Professor Maurice Richter, Sociology Department, SUNY at Albany. Professor Serafina Bathrick, Communications Department, Hunter College and Distinguished Professor John Truxal, Department of Technology and Society, College of Engineering and Applied Sciences, SUNY at Stony Brook also provided valuable input and perspective to the project.

To supplement the course a series of six videotapes was created. The interview format featured three Distinguished Professors, who discussed topics relating to questions written and posed by the faculty members. The videotaping took place at State University Plaza in Albany with the expert assistance of the New York Network.

On June 4 and 5, 1987, an Invitational Conference on **Teaching the Humanities and Technologies in the 21st Century** was held in Syracuse for two- and four-year SUNY faculty statewide. The conference purposes were to promote the adaptation by other campuses of a course linking the humanities and technologies through distributing materials adaptable to individual campus needs and to discussing and sharing course content and instructional strategies. The positive response to this conference reflected the widespread interest in interdisciplinary teaching as well as the need for faculty development opportunities.

Conference sessions included concurrent simulations of class sessions on selected course modules; panel discussions by participating faculty of process, procedures, and teaching strategies related to the course; and viewing of the videotapes. Participants received a notebook containing a history of the project, campus syllabi, bibliography, and the other information on the project and the faculty.

Distinguished Professors Ferguson, Preus and Richter provided closing remarks on "The Future in Terms of the Past: Teaching the Humanities and Technologies in the 21st Century."

> **One of the major contributions of the course to the students was the ability to freely express diverse opinions on various issues relative to their values and to see how values and beliefs affect all of our decisions.**

The project attempted to address one of the major problems we face as an increasingly technological society: the task of preparing all students to find their place in a world that is growing ever more complicated and where questions of value and ethics are becoming more essential to making decisions leading to a productive life and to peaceful coexistence on the earth.

One of the distinct advantages of the planning and developing aspects of this course was the faculty interaction that was built into the process. Meetings of the entire group, including those distinguished faculty who could attend, were scheduled two to three times a semester. Very few faculty ever missed a meeting, indicating their interest in and commitment to the project.

Each module was planned by a team consisting of one technologist and one humanist, each from a different campus. These team members, each of whom knew at the start only his or her campus partner, had already worked with each other during the planning grant for two semesters outlining the module objectives, content, teaching methods, bibliography, texts, materials, class sessions, evaluation methods, and the role of the distinguished professors.

This cross fertilization intensified during the two years of the grant project as faculty developed the course and subsequently taught the course on their campuses during the last two semesters of the project. The courses were offered in a variety of departments, and on several campuses as Honors courses. In fact, the grant project led to the institution of an Honors Program on one of the participating campuses (Erie) and revision of an Honors curriculum on another (F.I.T.) to include more Humanities.

During this second stage, opportunities for exchange, new ideas, and interaction were more intense because of the addition of the distinguished professors and the content expertise they brought to the forum. Faculty reported on changes in their reading patterns, e.g., from philosophy to artificial intelligence.

> **Team teaching is one of the greatest strengths of this course. It becomes obvious, in a way impossible with a single teacher, that there are no fixed answers to many questions and that differing approaches, perspectives, and views are necessary and valuable. Seeing instructors disagree vehemently on one point and a few minutes later reinforce each other on a related point, provides a learning experience not easily duplicated.**

The excitement and enthusiasm of the faculty became even greater as they shared their experiences in the classroom. The faculty were particularly positive about the team teaching approach, as it enriched the experience for the students as well as themselves. The opportunity to provide information and dialogue from the perspective of several disciplines was enjoyable and interesting as well as challenging.

> **I believe it to be one of the most frustrating and gratifying courses I ever taught. There is no doubt that the goal of faculty development was reached.**

In the semester following the grant period, eight of the nine campuses were able to continue offering the course, and five of the eight have continued the team teaching approach.

Other outcomes of the project include publications (two articles in the Stony Brook New Liberal Arts News, and one in Common Knowledge, new faculty forums (Faculty Forum discussions at Columbia-Greene and Faculty Colloquiums at Broome), workshops (one on "Engaging Students in Learning; Diversity of Learning Styles"), and several grant proposals.

Follow-up meetings have been scheduled as the result of a "final" meeting of NEH faculty involved in the project held in November of 1987. Under the auspices of the Two-Year College Development Center's Faculty Intercampus Program Exchange (FIPE), regional forums will be provided for discussions of "Innovative Teaching Methods" by all interested community college faculty in the spring and fall of 1988.

The 19 faculty participants, who were recommended by their academic deans, represented nine SUNY community colleges: **Adirondack** - Paul Muscari (Philosophy and Sociology), Alfred Patrick (Engineering, Mathematics and Technology), Richard Ring (English); **Broome** - Paul Chambers (Humanities), Brendan Flynn (Chemistry); **Columbia-Greene** - Ronald Payson (Scientific Studies), Richard Schmonsky (Counseling), and Clifford Wexler (English); **Erie** - City Campus - Gene Grabiner (Social Science), South Campus - Diane Schulman (Chemistry); **Fashion Institute of Technology** - Irene Buchman (Educational Skills), Richard Harrigan (Science and Mathematics); **Herkimer** - Arthur Muller (Mathematics and Physics), William Pelz (Social Science); **Hudson Valley** - John Nickles (Chemistry), John Roy (Liberal Arts); **Mohawk Valley** - Rose Danella (Social Science and Criminal Justice), Frank Przybycien (Mechanical and Civil Engineering Technology; **Schenectady** - Thomas Baker (Humanities and Social Sciences), George Lockyer (Mathematics, Science and Technology).

The most rewarding benefit of the project has been faculty renewal, the exposure to and mastery of certain aspects of other disciplines, the acquisition and application of new knowledge through the opportunity to work, learn and share ideas with others from different campuses and fields. This benefit of the faculty development process may have exceeded that of the product or the course itself.

For the co-directors, it was exciting, stimulating, and rewarding to work with faculty who were so dedicated and inspired. We enjoyed the reading lists as much as the students. We hope this project will prove to be an inspiration to other faculty.

TECHNICAL WRITING: IT IS A HUMANITIES COURSE

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The classic view of the technical writing course has been that of a course whose purpose is to provide students with the nontechnical communication skills they will need on the job. However, these skills, in addition to being treated as supportive and secondary, have generally been reduced to the ability to use formulas for English usage--such as sentence length and vocabulary--and to shape information to fit such assigned, rigidly-defined forms as memos, reports, and proposals. This kind of course--a service course for professional disciplines--quite appropriately has not been considered to be part of the humanities.

However, treated differently, technical writing is most definitely a humanities course: a course concerned with human thought and culture. This kind of course helps students master practical skills in professional communication, not by focusing on forms and rules, but by increasing their understanding of how the exchange of ideas and values occurs. As such, it is not a mere service course for other disciplines, but a course that deals with the transmission of particular kinds of human thought to particular audiences. In other words, it is a course in rhetoric--one of the courses that had traditionally formed the basic humanistic education.

Ironically, it is because technical writing is a specific application of rhetoric that it became a mere service course. Rhetoric, in its original state as the study of human communication, was concerned with what was said as well as with how it was said; in other words, with both content and form. However, in the sixteenth century rhetoric was divided into two disciplines: one called rhetoric, which was to be concerned with only form and style, and the other, logic, concerned only with the generation and development of ideas and valid, ethical argument. Divorced from thought, language use, style and structure were now to be looked at for their own sake (Ong).

This attention to form became more concentrated and more narrow, until in the late nineteenth and twentieth centuries, the study of rhetoric was reduced to the acquisition of writing skills in a very narrow sense: the ability to organize thought according to patterns which had become established formats

(D'Angelo, 115), to obey the prescribed rules of grammar, and to effectively use the traditional devices of style (Halloran).

When technical writing developed into an academic subject in the first half of the twentieth century, it was naturally modelled after traditional composition courses (which also, because of their concern with the form of writing, were increasingly seen as mere service courses). And so technical writing became concerned only with the conventional forms and rules that job-related writing assumed and , as composition courses did, approached the teaching of these forms and rules in a rigid, prescriptive manner.

This prescriptive manner dictated that students learn the "correct" formats for such kinds of professional writing as business letters, memos, proposals, lab reports, research reports, and project reports. And within the latter category of project reports, careful distinctions were made between periodic and progress reports, and informal and formal reports. Each of these was presented as having specific structures which had to be followed faithfully.

In addition to rules of format, students were admonished to obey certain conventions of language use that had sprung up in the field of technical writing. Among these are readability formulas, such as the Flesch test (Flesch) and the "Fog Index" (Gunning), which determine the optimum average number of syllables per word and number of words per sentence (15 to 20 is usually recommended for technical and business documents). Several other rules of usage were presented, usually in negative terms: among other things, students were told to avoid jargon, such personal pronouns as "I" and "you"--which were considered to interfere with objectivity and professional credibility--and metaphors and other so-called "ornaments" of language.

However, especially since the 1960's, there has been a revolution in rhetoric and composition theory which has resurrected rhetoric as conceived by Aristotle and Cicero: "a system of general culture" (Murphy 106). This revolution has reunited thought with structure and style, and has shifted the focus of communication from the product back to the process of exchanging ideas with a human audience.

This revolution has begun to infiltrate the realm of technical writing. Although, as in the case of composition courses, long-established tradition is hardy and resistant to change (as we can see in the large number of composition and technical writing texts that still follow a product-oriented approach), the change is occurring. More and more composition and technical writing texts, and more and more composition and technical writing courses, are taking the purposes of human communication, and the needs and expectations of the audience as their focus. The teaching of rules and forms becomes secondary to a focus on the center of human communication: the audience. And technical writing in education and industry is becoming recognized for what it is: the application of general rhetorical principles to a specific group of people--the job-related audience.

This is the kind of approach SCCC'S course in "Technical and Professional Writing" takes. It does not attempt to teach students the "tricks of the trade"--i.e., established forms and rules. Rather, it focuses first and foremost on the human interaction that occurs in communication, showing how the intended reader, not a predetermined form, shapes effective professional writing.

Technical and Professional Writing (English 211) focuses on the concepts of audience and purpose, audience being the intended reader of the text, and purpose being what the author wants the text to do for that reader. Because knowledge of the audience of a text shapes the entire text, students learn first to analyze that audience. However, rather than simply labelling the audience with their titles--manager, technician or clerical staff--as some textbooks suggest, the students analyze them by asking questions.

The first question is the most obvious: "Who is the audience?" For most projects, students pick someone they can actually talk to if they need to. If their audience is a certain group, they try to find someone within that group who can represent it. One student, for example, is writing a process description on how windmills generate electricity. His audience, he says, is someone who might be interested in generating windpower but who knows very little about it other than the fact that it can be done. As a representative of that group, he has picked his sister who lives on a windy hill.

Having identified their audiences, the students ask another question: "What does my audience already know?" Not only does the answer to this question help them decide what to omit, but, more importantly, it helps them identify a shared body of knowledge (Young, Becker and Pike 172-173), a link between themselves and their readers, the same bond central to all of the arts and literature, that they can call upon to help them communicate the ideas before them and achieve their purpose.

Equally important is the question, "What doesn't the audience know?" As these students are aware from struggling with well-meaning textbooks in their major disciplines, so much published writing overlooks this question and presents its material in a manner that is beyond the scope of its readers. Now, at the same time that the students become aware of how the audience's prior knowledge affects the texts they are writing, they also begin to understand the nature of their problems with, among other things, those difficult textbooks. It is not unusual to hear some students say, learning the jargon of writers, and half in jest, "That physics textbook is not accessible," and then go on to point out how the text could be improved. Through this discovery, they now recognize the problems their own readers may have and some of the obstacles they must overcome in order to communicate effectively.

Last, and most important, of the knowledge questions is: "What does the reader need to know if my text is going to achieve its purpose?" With the answers to this question, the student writers determine exactly which information their text will contain. Clearly, they are not following a formula, and they are not filling in the blank areas of a predetermined format--they are studying another person and trying to meet that persons' needs.

Audience analysis doesn't stop here, though. The students next learn to ask, "What does my audience feel about this topic, and what do I do about it if I want to achieve my purpose?" Once again, they are dealing with people, not objects. If, for example, they determine that the audience is afraid of technology or feels somehow overwhelmed by it, they need to make special attempts, through some of the rhetorical techniques discussed below, to keep the audience with the text. If they don't, they risk losing that audience and, despite all of the planning that went into the text, failing to achieve their purpose. This portion of audience analysis also explores the reader's values, and students learn to make use of the values they share with their readers to communicate in a nonthreatening manner with people who may have opposing values (173-176).

While we focus on analyzing audience in the first part of the course, throughout the rest of the course we work on designing texts to meet the audience's needs; and specifically, we examine how other rhetorical features can be used to make a text accessible to that audience. This is what rhetoricians call writing "reader-based" not "writer-based" prose (Flower 160-181).

Now, no longer a frustrating exercise that only an English teacher could devise, the organizing of ideas, for example, becomes a means to reach an audience. And now it's no longer a question of mechanically following predetermined forms. The students see that organizing texts in a logical, predictable manner, breaking material into groups for the audience, makes information easier to assimilate. Perhaps more important, they see that organization allows readers to form expectations about the information that is coming up: it thus encourages the audience to read actively, questioning and analyzing, learning, and staying with the writer throughout the text (Flower 137-8).

Word choice, too, is important, and in this category, English 211 students consider jargon, levels of formality and voice and connotation. They soon discover that jargon, often the bane of technical communication, can also promote understanding. When used inappropriately, jargon can exclude readers both emotionally and intellectually. Emotionally, readers may be put off by technological or bureaucratic language, and, intellectually, they may also be confused by unfamiliar terms. On the other hand, if the students discover, while analyzing the audience's prior knowledge, that these terms are already familiar to the audience, they can use them to foster communication. For, at the same time that jargon excludes people who are not within a particular group, it forms a bond between members of that group. Thus, by using jargon in a text written for someone who understands that jargon, students learn another way to create a writer/audience bond. By using jargon well, they imply, "You and I have something in common--trust me."

When they choose a level of formality and a voice, students are also concerned with how their audience is going to react to them. Early in the semester, they are bound to ask their instructor, "How formal does this memo have to be?", and early in the semester they learn to expect an answer that does not make a decision for them; "I don't know," one of us might say. "Who are you talking to? What would be your best choice for reaching them? Think about your options," we might add, "and see how many possibilities might work." Choice is also a factor when determining which voice to use, and the students learn to choose a voice according to the reader's needs, rather than just following an arbitrary rule. They decide, for example, whether to speak directly to the audience as "you," or refer to themselves as "I," or just talk about someone in another room, "her," by determining which voice is the most appropriate and effective for their situation.

Still another area of language choice that ties in with reaching an audience is connotation. By analyzing other texts, students soon learn that texts communicate more than just factual information; through word choice, texts subtly communicate the author's attitude towards both reader and subject, and in doing so allow the reader to expect those attitudes throughout the entire text. So, just as in literature courses, students examine the subtleties of meaning; here, however, not in poetry or fiction, but in the kinds of factual material they'll be writing in their careers.

As the course continues, it goes on to show how headings, graphics and whitespace, concepts others might dismiss as merely typographical, are, in fact, just as important as standard rhetorical devices when it comes to making a text accessible to an audience.

In reader-based prose, headings placed throughout the text serve several functions: 1) they allow the reader who thumbs through the text to formulate expectations about the content and the organization of that text, 2) they break what could be a dense text into more palatable chunks, and 3) when used both within the text and within a table of contents, they make specific pieces of information readily accessible to a reader who may not need to read the entire text.

Concerned with accessibility when devising headings and a corresponding table of contents, students focus even more directly upon the audience and the audience's questions. Having already analyzed the needs of their readers, they now devise section labels that will direct their readers to the sections that will meet those needs.

The use of whitespace, another feature used to make writing accessible, is also important here. Now the students examine different professional texts to see how the interaction of space and text can help readers find information and encourage them to read on.

In the context of reader-based prose, graphics become a way to communicate, not just a way to display information. A well-chosen photo, for example, can appeal to the audience's values, making them more ready to accept the information within the text; a photo or graphic of another type can also provide information visually, information which the writer has determined the reader's needs and might find difficult to grasp in any other form.

As the semester progresses, students come to understand that information is not all that passes between communicators, nor is it all that the writer needs to convey. They become increasingly sensitive to the values and attitudes of their readers, and, as a result, their classroom questions change. Now, as they write a memo to a well-defined imaginary supervisor, requesting travel funding and time off, they no longer ask, "What sections does a memo have to have?" (They know what the answer will be. They'll probably get a quick review of the standard format in their text coupled with a statement like, "Of course, whether you do it that way depends upon whether you believe it's the best way to get that boss to do what you want him to do.") Instead, they ask, "Listen to this introduction. Do you think he'd be angry if I worded it this way? He may not agree with me on that."

As the interaction in the classroom changes, something else begins to happen as well. The other person involved in this communication process emerges: the writer's persona. Throughout the semester, students become more aware that anything they write on any topic, not just on personal topics, tells the audience something, however subtly, about themselves and that, especially in technical writing, the information the audience picks up about them is vital to the communication process. Now, while working on technical texts, having become aware that they do project their personalities when they write, they begin to analyze and shape these written impressions. As they write, they ask themselves, "What impression do I want to make if I want this person to trust me?" and "What can I do to create this impression?" Somewhere in there, they hit upon the key questions that we hope college students will always ask: Who am I, and who do I want to be?"

It is this growth in self-awareness--an awareness of one's values, goals, and effects on others--along with the increased awareness of the needs of one's audience, that demonstrates most eloquently that this approach to technical writing is indeed in the province of the humanities. Isn't this, after all, the purpose of the humanities?

Certainly, student do acquire certain language and presentational skills associated with technical and professional writing. More than that, because students learn to examine both their own and the audience's needs and values, and make some fairly complicated decisions based on this analysis, they develop their analytical skills and problem-solving abilities. However, these skills are not the focal point of the course, but its by-products; at the center of the course is the importance to effective communication of taking into account the needs, goals and values of both writer and reader--whether co-worker, client or manager--and using this knowledge to share ideas.

And it is this sharing of ideas that students come to see as the core activity of any kind of scientific inquiry or professional activity. This is not to diminish the importance of the technical skills involved. However, students see that, rather than being an encumbrance of necessary rules, communication is an equal partner to the technical aspect of a job: it is through communication that results are shared, and very often, that answers and discoveries are arrived at. Professionals do not work in a vacuum; even those in areas (or with personalities) grossly stereotyped as isolated from human contact--the myopic, white-coated lab researcher; the myopic, green-shaded accountant; the myopic, incomprehensible computer hacker--even these (should they truly exist) must eventually interact with the patient or funding agent, the auditor or manager, the software user. And more often than not, these stereotypes, along with all professionals, find their solutions and make their discoveries after having discussed the problem with others.

So, technical writing, when taught not as rules and formats, but as the process of sharing ideas, truly belongs to the humanities. It not only illustrates the principles of human communication, but also shows how fundamental communication is to progress in all professions. Most important, it heightens students' awareness of the importance of the needs and values of others, and of themselves.

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THE GORDON HOWE CENTER

by
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Several years ago, some colleagues and I were discussing the way in which political science is taught in high schools and colleges. In particular, we were commenting on the difference between the abstract, theoretical discussion of the political world, and the concrete, practical world of politicians at all levels as they practiced the "act of the possible."

As we talked, several of us were reminded of a man who had been a powerful force in recent Monroe County politics. Gordon Howe, who had spent many years as County Manager and was known locally as the "Silver Fox." He had a distinguished face and a mane of silver hair. He was also an astute politician. Although not a great political theorist nor a spellbinding orator, Gordon Howe was a craftsman. His art was politics and good government. As such, he understood that good government required both policy grounded in ethics and the pragmatic fight to reach democratic solutions. As such, Mr. Howe not only recognized the need to have a community college in Monroe County, he knew how to gather support for the idea, keep that support and make it grow. Now, twenty-five years after he helped found the college, M.C.C. is one of the largest community colleges in the state; its graduates are eagerly sought, and it is taking its place as one of the national leaders in the community college movement.

The Gordon Howe Center is attached to the Social Science Division at Monroe Community College. Its function is to supplement the activities of the regular departments, especially the Political Science staff. The Center is encouraged to go into educational ventures which would not be usual for the traditional Political Science or other Social Science Departments.

The funding for the Center comes mainly from the College's Foundation and, while the initial goals and expectations have been modest, the Center, in its first full year of operations, returned more money to the college than was given it. The intent is to expect the Center to be self-sufficient by relying on income through public and private grants, tuition and fees, gifts and other forms of aid.

One of the Howe Center's basic concerns is to present politics in a non-ideological everyday format. The Center neither espouses an ideology nor is it meant to be prescriptive. We are not in the business of telling people how to solve their problems. We wish to try to help those participating in public life to be more effective. An example of a Center activity occurred recently. One of the major parties in Monroe County felt the need to upgrade the skills of its workers. Under the sponsorship of the Howe Center, the party organized some highly-successful workshops dealing with key issues and important electioneering strategies. In this particular case, the party brought in its own workshop leaders and selected its own topics. The Center provided planning and coordination, space, administrative staff, and, to the extent requested, advice on topics and speakers.

Partially as a result of the success of the party workshops, political candidates turned to the Howe Center for help in what is for some a frightening but essential part of running for elective office: appearance on television. In recent years there has been much talk of media manipulation in elections, of "media candidates," of slick operators playing to the cameras. The reality in local politics is quite different from this image. Many good men and women running for local office have done most of their campaigning by going from door to door in their election districts. They may never have faced an interview by the press or appeared on camera before. For any local candidates who requested it, the Center provided facilities and assistance in learning techniques for dealing with the media; rehearsing interviews, debates and general presentations. We hope that by the next campaign season, we will be able to offer a more complete communications package.

We have tried to address the real need for teaching personnel to supplement their academic training with experience in the world of practical politics. Our first Howe Summer Fellows recently completed their internships. Two MCC social science faculty members worked in county departments, answering to and working with highly-responsible public officials. Salaries were paid by the Howe Center. Both the county departments and faculty members feel that the experience has benefited both sides. It has certainly provided faculty members with a sense of renewal and new perspectives which are already producing new pragmatic ideas. While the initial Fellows were chosen from the MCC faculty, the fellowships will eventually be open to all Monroe County social science faculty.

Another main focus of the Howe Center is to promote "civic literacy." The ideals of the founding fathers, their visions of democratic Constitutional government, rest on a foundation of an educated populace which uses its vote wisely. Free public education began in this country to provide such a populace with the requisite civic learning. As the people's college, offering higher education to a more diverse population than ever sought college before, the Community College has an important role to play in civic literacy and, we feel, an obligation to take that role seriously.

One small beginning which the Howe Center has undertaken is the inauguration and sponsorship of the Heritage Bowl, a contest set up somewhat like the old College Bowl, but for fourth-grade students of local history. The initial Heritage Bowl program was held this spring with the fourth graders of one school district. Questions were taken from the fourth-grade syllabus and required a sound knowledge of local and state history and politics. Local teachers coached the teams and other teachers and town historians served as judges. The competition was gratifying--and surprisingly exciting and suspenseful. The winning team took home a trophy until next year's competition, which will involve at least four school systems. In time we hope that this will become a county-wide competition.

One of the positive by-products of the Heritage Bowl has been a solid communications network between the Howe Center and public school social science coordinators. This working relationship has resulted in a planned series of workshops on the Constitution to be held early next year.

On an even larger scale, the Howe Center has been selected by a joint city and county committee to coordinate and host a Bicentennial Mock Constitutional Convention to be held in the spring of 1989. This project will involve all the school districts, city and urban, in Monroe County and will provide a significant opportunity for both faculty and students to learn about and experience the Constitution. The prospects for this convention are exciting to all of us involved with the Howe Center. It is also rewarding to feel that the community is beginning to recognize the contribution that the Howe Center can make to local civic life.

The Community College, the people's college, with its emphasis on flexibility and student and community centeredness, has been one of the major developments in higher education in our lifetime. Community College development has been uneven, and the public's perception of its role more uneven still. To some, the Community College has seemed to be something of a trade school, with emphasis on training workers in technologies, in business and in health sciences. Indeed, important and innovative strides have been made in these areas, and this type of education continues to be an important component of Community College education. This well-deserved success in career education was made possible by the student centeredness of the community college movement and the innovations in student services which resulted. In the community college it is important that the student succeed and that he or she must be satisfied; it is important to provide the necessary services to ensure that success.

The Howe Center signifies that these community college values have been reworked into a liberal arts format. Civil literacy and civil learning have been given a community college bent. The emphasis is not on learning itself, nor are we satisfied with the virtues usually ascribed to learning. Rather the Howe Center concentrates on helping politicians and citizens do their jobs better. Performance can be improved by addressing pragmatic and simple issues. The success of the Center depends upon the degree to which the citizenry is satisfied that we have done what we set out to do. The judgment is not by the community of scholars but by the community at large.

This can best be illustrated in two small programs which the Center hopes to launch this year. The first is a series of programs that will allow people who must deal with health care and social service agencies an opportunity to study how to cope with those agencies. There is a large population whose role requires them to deal with bureaucracies, but they have never understood the inner logic of those same departments and agencies. In short, in college we revile bureaucracy but we do not study it, at least certainly not in any practical sense such as: "How can I use a bureaucracy to accomplish something?" To put it another way, we stop short of studying bureaucracies as we would other branches of government.

The second set of programs involves the development of a set of training programs which will make local boards more effective. Such training can simply be supplemental to extant programs by adding technologies or expertise, or training can be provided to boards that have little or no training now. The training can cover such areas as how to run effective meetings to sessions on laws governing town planning.

In sum, we feel that the Howe Center represents a potentially powerful vehicle to increase the faith of our system by demonstrating how it is working and how it can work. The Howe Center, then, represents a sense of optimism and suggests that this sense of optimism, modified and hardened by learning and healthy skepticism, can replace the cynicism that has pervaded our recent past. In addition, by supporting and enhancing the sense of community, of working together within a system, the Howe Center represents a responsible alternative or check to the recent excesses of interest group politics, from whatever wing. The potential of the Howe Center represents the coming of the community college to foster and enhance the sense of community and therefore, in some small way, improve the system for all.

CHANGING ENROLLMENT CONFIGURATIONS
AND
MANAGEMENT OPPORTUNITIES

by

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As enrollment configurations in higher education change from a predominantly full-time day student one to a more varied mix, college administrators have an unprecedented opportunity to reevaluate current practices and to redesign their educational delivery systems. While the options are virtually unlimited, they could be arrayed on a imaginary continuum which ranges from those which reduce expenditures without regard to impact upon the quality of the academic programs to those which enhance educational programs without regard to the expenditures incurred. Obviously prudent administration requires taking a position somewhere in between these two extremes; consequently, administrative decisions can be characterized in terms of their relative locations on the continuum. If recent articles in professional periodicals and the popular press may be taken as instructive of the direction administration has elected, then it is clear that it is skewed toward the expenditure reduction end with some serious implications for the overall quality of education.

Of all the expenditure reduction decisions made, perhaps the most questionable is the replacement of full-time staff with an ever-increasing contingent of adjunct professors and nontenured, full-time positions. This decision is justified by citing short-run demographic data which show that the current cohort of college-age students is declining. While this is quite true, it is also true that the "baby boom" generation replacement cohort is already working its way through the educational system and will enter higher education in increasing numbers beginning in the 1990's. The implications of this are clear--higher education will be ill-prepared to meet the demands placed upon it by an expanded enrollment: programs have been cut, capital investment has been foregone, support services have been cut--including library budgets/holdings--salary increases have been kept modest, and staffing levels have been cut. To make matters even worse, the decision to reduce teaching faculties and eliminate positions invites a "time impaction" disaster as the remaining faculty all approach retirement age at approximately the same time that enrollment pressures are building. It is naive to assume that this will present institutions with an opportunity to restaff with "fresh blood" given the market competition for talent and the entry-level salaries in nonacademic settings. In fact, higher education is already faced with a real brain drain in some fields and must pay higher wages in those fields in order to attract faculty. Today's problem is indicative of the more generalized problem which will face higher education as it enters into a bidding war not only with the nonacademic world but with other educational institutions. The net result of this situation will be a generally higher wage level than would have otherwise developed, a lack of continuity due to high and rapid turnover, and little or no quality control as institutions rush to hire.

Critical to the expenditure reduction path is the increased reliance upon adjunct and nontenured, full-time faculty to carry the academic burden. This decision is based on some rather faulty assumptions about the academic marketplace. To begin with, it is assumed that there is an unlimited pool of talent eager and able to teach. Firstly, the pool of talent is not unlimited, especially considering that all academic institutions are "fishing" in the same pool with relatively the same bait. Secondly, even if the pool were unlimited, the number that can communicate their knowledge in a classroom setting is limited. In fact, in many areas of the country qualified and competent adjuncts are already in short supply. The net result is that the best talent is eagerly sought by everyone, a fact not lost on the adjunct and nontenured faculty. The most clear manifestation of this supply-demand imbalance is the emergence of unionization movements among those concerned.

Such emergent unionization challenges another false assumption about the talent pool; namely, that it is a disorganized mass unable to effect wage and working conditions, hence, available in perpetuity at substandard wages without either fringe benefits or security. This is a critical assumption in all expenditure reduction efforts which focus on staffing levels--the replacement of more costly full-time, tenure-track faculty with less-costly substitutes. As the supply-demand imbalance grows, the ability of substitute faculty to utilize market forces to increase their wages and secure both fringe benefits and security also grows. One thing is abundantly clear: substitute faculty will secure bargaining rights with the result that the dollar savings anticipated by institutions will diminish as wages rise. A further consequence will be the securing of some kind of "job rights" after a specified length of time at an institution. This latter point is important for it has the potential to limit staffing options in the future as the substitute faculty exercise their "claims" upon vacancies. This raises an interesting question for institutions--are the qualifications for substitute faculty different from those for full-time, tenure-track faculty? If the answer is "Yes, less stringent," then clearly institutions are working themselves into a situation where they may be forced to hire less-qualified substitutes in preference to more-qualified applicants. Even if the answer is "No, standards are the same," the situation is not without dangers. Adjunct faculty are rarely evaluated or observed to assure the quality of classroom performance in the way that tenure-track faculty are; however, under the new bargaining agreements, their "claim" on vacancies preempts management hiring prerogatives. The implications of this are clear--the best candidate for the position is not necessarily the one who will be appointed. Once again, long-term quality control is sacrificed to short-term economic objectives.

In addition to the marketplace (economic) concerns, recognition must be given to the social/psychological dimensions of the problem. Substitute faculty are in reality marginal persons in the academic world and can be expected to exhibit behaviors and attitudes consistent with such a status. Since they are not bona fide members of the institution, it is unlikely that they will feel any loyalty to it, its mission, or its students, especially if that means extending hours on campus without any increase in remuneration. Further, if security and opportunity for permanent appointment or promotion are lacking, there is no incentive (motive) to exert more than the minimal effort required. Finally, being a "second-class citizen" is a demoralizing experience and not one conducive to the development of a sense of collegiality or consistent with the expectations of professionals.

This increased reliance upon adjunct and nontenured fulltime faculty also raises some practical questions for higher education: What kind of image does this present to the community at large and to the pool of prospective students? Surely, it is not a good one. Are substitute faculty used by both the institution and permanent faculty to "farm out" less desirable teaching hours and courses? In short, have we professional exploitation in addition to economic exploitation! Lastly, at what point will an institution's accreditation be jeopardized by its hiring policies?

If current trends toward increased expenditure reduction continue to be the dominant management option exercised, the future of higher education is indeed at risk!

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THE ARTIST LEARNS COMPUTER GRAPHICS

by
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A phone call the other day surprised me. The speaker was a local woman who held a Master of Fine Arts degree. This prestigious terminal degree should have been enough to gain her access to any design field in our area. But her first question to me was, "Where can I learn Computer Graphics?" In the rapidly changing world of technical innovation, her job interviews had indicated that skills, so carefully honed in drawing and design, needed an additional component. . .Computer Graphics.

I remember being in a similar predicament several years ago. Trained in the traditional fine arts skills, I could easily see that in the very near future our curriculum would have to take into account the new computers rapidly filling all available spaces on our campus at Tompkins Cortland Community College.

An academic computer lab, drafting lab and word processing capabilities were already in place, but the software was just being developed in painting and design. As these hit the market, I was in the position of having to learn several software programs and, within nine months, turning my learning around and teaching it to a classful of students.

Because specific training was unavailable so soon after the software was developed, I found that I had to teach myself. I was first introduced to the software at the Cornell Graphics Center soon after it was introduced, and no one was familiar with its operation. I had to sit down with the manual and teach myself; not only the routines described in the documentation, but also how to use it for artwork in my personal style.

It became immediately obvious to me that the computer was really only a more sophisticated tool for me and my students to use, and that the sooner they learned to use it the better. My initial idea was to begin to use it in the beginning-level courses, when all the other tools of art were introduced. Right along with the mat knife, the pencil and the T-square, I wanted students to learn to use the computer.

I envisioned doing similar projects using both computer and "by-hand" methods; teaching "line" and "texture" in Design class and taking the Design class to the computer lab to try out additional examples. In Commercial Art, I wanted students to do a layout by conventional methods, then to bring one up on the computer and see how the time necessary to complete specific tasks varied. I also felt that if students were to compete in the job market with students who already had training in computer graphics, their portfolios would not be impressive and convincing unless computer skills were included.

Unrealistically, I assumed that students would need no training prior to my teaching on the computer. Since I had learned in a direct manner, I assumed that they could too. But I underestimated my innate abilities. I found that my eye-hand coordination, developed over years of drawing and painting, was an enormous help in locating the cursor, moving it and drawing accurately with it. Most students needed practice in moving and placing the cursor and learning to "draw" with the keyboard or with the mouse.

I found that some students did not have basic typing skills, and though I initially thought this to be unnecessary, a familiarity with the keyboard and the caps, space bar and other functions speeded up the process for students. They were also less intimidated by the whole computer machinery because of its similarity to a typewriter.

Students who did not have basic note-taking skills were also at a disadvantage. Some of the routines were complicated. Good notes helped individuals to repeat these routines. Some students tried to memorize the routines, then felt bogged down when memory failed, as it inevitably did. It was unrealistic of them to expect that they would retain all of the material from class to class without notes.

In addition, I found that some students were way ahead because of skills I can only characterize as "fiddling around." Many routines can be happened upon, if forgotten. Others can be discovered by trial and error. Students who were willing to play a little and were not intimidated by mistakes made much more progress than those whose first mistake constituted a major failure. The ability to redo after mistakes were made without feeling a sense of failure or without constantly resorting to repetitous questions to the supervisory personnel was a major factor in continuing to learn.

A whole dimension of additional skills were noticed when students began to use the mouse. These related primarily to spatial considerations, and those students who did well in contour and gesture drawing had much more success when using the mouse for drawing than those students who were very detail oriented. The idea of using light to shade instead of using dark shadows also requires a positive/negative thinking which some students lacked. I felt it important to have the students begin as soon as possible, and so encouraged them to begin drawing straight-line designs and fill them in with pattern. Time for experimentation was only interrupted by explanations of how to erase. Occasionally, I would walk them through a new routine on the large classroom monitor, but the first sessions were primarily devoted to "play" and head-scratch time. Since most students attached a certain amount of importance to the printed image, I had them print out their first images to take home and also to compare to later efforts.

Two qualities I tried to stress in the initial weeks; one, the sense of a nonthreatening environment, with no stress to complete a certain number of assignments until the routines were well understood; two, to have instant gratification. This took the form of having students print out their names in several typefaces, complete easy layouts and designs, save designs on disks so that they could be used again, all the while ladling out large gobs of praise.

Only at the end of a two-week period did I begin to critique the images and begin to give assignments on a regular basis. At this point, I noticed a group of students going off on their own, experimenting with new routines and menus, and generally taking control of their own education. Others still needed reinforcement and explanations and generally were unwilling to take those first steps alone. After the basic introduction to the more essential menus, I did not teach the others in a group setting but left the students on their own to learn menus as needed for their projects.

I also encouraged problem-solving among students themselves. Since each student had another student nearby, they could easily ask that student simple questions or watch them go through routines. This reinforced their own learning from someone less threatening than the teacher and helped those who were the "teachers" to feel confident. Some students who had computer exposure in both Design and Commercial Art classes immediately became experts and were soon happily helping their fellow students to find simple solutions.

As people began to branch out on their own, I encouraged them to use the lab to redo and improve their work. Students who were having trouble with various steps also made time to come in and work out their solutions on their own. I was very encouraged by this since at no time did I state that additional work needed to be done outside the class. I concluded that a five-week introductory session in the lab as a group was sufficient and that students were capable after that of initiating their own projects on the computers on their own time. By that time, they had all the menu routines pretty much in hand and could move easily from design ideas to design execution without unnecessary time given to process.

Just as in all art courses, a time for critique is essential. I tried to keep lab time separate from the critiques and to allow plenty of time to complete assignments before they were critiqued. But I also felt that students needed to look at their work as critically as they did their other art assignments. They needed to know that their work on the computer was valuable, but they also needed to know how to improve it, if the work was poorly done. It was important to stress that everything that was printed out from the computer was not automatically a work of art, nor was it just a machine-generated object.

Common criticism centered around classic design questions... the problems of composition and symmetry, the problem of boring layouts and designs. As students began to work with type, legibility became a criteria, as rubberbanding text often made it illegible. Placing text on a similar ground also produced unsatisfactory results. The ability to choose typefaces also allowed students to explore suitability for particular projects.

As student continued their work in color, they could clearly see how necessary a good color sense was, and how shading and color mixing skills, learned in painting class, would work wonders for their computer designs. I suggested projects, not only in specific design areas, but encouraged free exploration using "Paint" programs, which allowed colors to be blended much as one would do on a palette.

Students were often unaware of light and dark pattern, and their initial layouts were often light and undynamic. As they learned to use the shading options and to do design in line and hatch patterns, these problems began to disappear. Sometimes, problems specific to the computer produced strong criticism. Most common was the problem of "jaggies" or pixelated type. Glitches in the software sometimes produced unwanted lines or mistakes in centering and placing images resulted in unwanted areas of white. By and large, however, the problems relating to good design far outweighed those related to purely mechanical functions.

During the first year, units which taught Computer Graphics were incorporated into several existing classes: Design, Commercial Art, Drawing and Illustration. Gradually, it became clear, however, that it was really necessary to teach Computer Graphics as a separate course. Plans were initiated not only for a single course, but we requested and obtained permission from the State Education Department, to plan an entire program in Graphic Design and Computer Graphics.

Meanwhile, new courses in Computer Graphics filled well. Interviews with local design firms, printers and graphic artists confirmed my initial suspicion that computers were becoming truly indispensable in the art/design world and that jobs involving them were opening up. Since the job market for artists in recent years has been somewhat depressed, this was good news for our students. The emphasis at our college on working in close partnership with local businesses only encouraged us to explore further this valuable resource for our students.

Ties to the business community are further enhanced by several programs in our Division which stress work experience. An active Cooperative Education program places art students in job fields related to their future careers. They then earn credit while fulfilling their job responsibilities, thus learning valuable skills in the work world while going to school. In addition, our department placed unpaid interns in various offices on campus; the Graphic Design Studio is a very popular option. In the studio, our students have had the opportunity to work on layout and illustrations for the college catalog, various brochures and viewbooks. While learning there, they can receive credit in Independent Study in Commercial Art.

As our courses expanded, so did the labs available to us and our hardware and software capabilities. Various grants enabled us to purchase our own specialized design computers and to use high-resolution graphics, monitors and software. Special printers enhanced our capability to get good quality color images.

Our newest area of interest is desk-top publishing. We feel that our students will soon be able to offer their skills to employers who want designers for brochures, catalogs and publications using this new technology.

An interesting aspect of our program which we did not predict is the relatively large numbers of people, such as the woman who phoned me recently, who want to return to campus for just this one skill. Already-employed graphic designers, editors and publishers of small newspapers, commercial artists and painters have returned in the evening to take our courses in Computer Graphics, not only to learn the specific skills involved, but to try out the new technology--to see if it is right for them.

Although our application is not yet approved for the Computer Graphics Program, we have every hope to be able to offer it to interested students next September. These first semesters required bold planning and thought in order to get courses running in such a short time. The decision to include all artists, both commercial and fine, is one which will, I think, be a sound one. Computers can bridge the traditional gap between the two areas. Design skills are invaluable, but the painter's eye for shaded color is also a valuable asset. As more people have access to computers at work or at home, the technology will function more as a tool for experimentation, communication, flights of fancy and access to new jobs. For all these needs, the community college is ready to help all artists learn more about this challenging and expanding field.

THE WHYS, HOWS AND RESULTS
OF
PROVIDING COMMUNITY COLLEGE STUDENTS FREE LEGAL ADVICE

by
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Philosophy and Rationale

The differences in delivering student services at a community college from delivering them at a four-year residential college are great. Professionals at a community college often feel that their job is complicated by the extreme diversity of students, the necessity to staff offices 12 hours a day (and even on weekends), lack of a sense of community or school spirit and the transitory character of the students. If we take heart that one-half of all American students attend community colleges and "reframe" our perspective, we can more effectively work with our campus environments to solve the myriad of problems facing this particular population. For instance, there has been a lot of concern about assisting students to remove barriers in getting to class or deterents to achieving their educational goals. This is a practical application of Maslow's hierarchy of needs.

For community college students, problems in any lower area such as safety, finances, housing and personal stressors can deter them from progressing in course work. Like their counterparts at residential colleges (who have many of their basic needs provided by the institution), they need and may expect help from us when such problems arise.

However, community colleges have not adequately responded for a variety of reasons:

1. We developed during the 60's when in loco parentis policies were crumbling.
2. We are chronically underfunded and always overworked. The 1985 SUNY Task Force on Improving the Quality of Student Life subcommittee report "Adequacy of Student Support Services in Community Colleges" pointed out that between 1974 and 1984 the mean Student Activities professional staff ratio to enrollment dropped 27% from 1:3559 to 1:2802. The figures for Counselors dropped 37% from 1:903 to 1:1241.
3. Many of the students we attract are dealing with numerous problems, and we often fear opening a Pandora's Box by attempting to offer certain concrete services, preferring or being mandated to refer students to services in the community. These services have been cut in recent years however.

4. We haven't been sufficiently creative.

We need to better retain students and recruit even more diverse population due to the declining number of 18-year olds. More adult and minority students will increase the demand for concrete services. This paper will describe one means of accomplishing this end--a free legal information service--and survey how other community colleges are moving along this particular path. The programs that will be described, plus other innovations such as ESL programs, the use of experimental modes of learning, and support services for the returning and corporate education, illustrate where community colleges can stand with pride alongside (and even ahead of) residential colleges. These accomplishments reflect our mission, the diverse nature of our students and their support systems and our campus ecology. The recent focus on involvement theory provides a philosophical underpinning for the initiation of other new services which can reach even broader segments of students at key points in their development.

Background: A Progressive Student Activity Fees Policy

A progressive SAF philosophy and practice had been developing at Rockland Community College in the mid-80's. Conversations among top administrators and student government leaders had synthesized two principles upon which the Student Senate and the Office of Student Life began to base much of their attention.

A. Student leaders desired to continue to expand concrete and self-help services without co-opting responsibilities of the college.
B. Selection, scheduling, and promotion of both the traditional, social and recreational events and the increased services should reach all segments of the student body.

The above two principles were further manifested by establishing a free legal information service in October, 1984. The Office of Student Life aimed, wherever possible, to remove barriers preventing students from getting to class. The assessment in early 1984 of students' legal needs was informative and intuitive. Four factors contributed to awareness of this issue:

1. Several students were set up for drug busts by another student, presumably acting as a police agent.
2. Discussion among Student Services staff revealed a disruptive impact on students' classwork due to ignorance of the law. Great anxiety resulted when tickets were issued or landlord disputes broke out.
3. The same staff members were aware that some four-year colleges offered a solution--free legal help to students.
4. Student government interest in lobbying and advocacy was running strong.

The author proposed in March, 1984 that funds be allocated in the upcoming SAF budget for a free legal advice and information service. The Student Senate enthusiastically included it, and the college president approved it in May. The Board of Trustees approved the new service as part of the rationale to increase SAF from $25 to $28 per semester for a full-time student.

Implementing the New Service

Suggestions for criteria for hiring an attorney were sought. Input was received from the County Sheriff (a former college instructor), an attorney on the faculty, administrators and student leaders. The county Legal Aid Society was given first chance to bid on providing the new legal service, but declined due to restrictions from funders. The County Bar Association announced to its 420 members via newsletter that interested attorneys should send in their resumes to the Office of Student Life. This, plus word of mouth, secured nine candidates. Seven were interviewed in September by the author and a committee of the Student Senate.

Four selection criteria were used:

1. The availability of the candidate on a scheduled basis.
2. Professional background and experience in diversified areas of law.
3. Ability to understand and relate to the students and their problems.
4. Professional and personal references.

After selection of Benjamin Shedler, a retired judge, the Student Senate president and the author prepared a contract on October 16 to cover the balance of 1984. The service began upon signing of the contract and various forms of announcements were promptly prepared. A memo to the faculty and staff was sent out advising them of the availability of the new service. Posters were displayed on school bulletin boards. Campus TV and school newspaper notices appeared.

The attorney was "to provide legal advice" and was required to appear personally on Main Campus as well as at the three local learning centers on a published schedule. Both day and evening sessions were planned to reach as many students as possible. The attorney's function was to give information to answer the students' questions and advice to solve the students' problems. He was not required to go to court or to handle any litigation. Where indicated, students were referred to attorneys who specialized in appropriate fields. Thus students with Workmen's Compensation cases were referred to a firm specializing in that area. Students could make arrangements to retain the attorney personally on matters, but only four have done so to date. When students could not come in person, or there was an emergency, they were encouraged to speak with the attorney on the phone.

The attorney's enthusiasm, commitment to help students, and his flexible approach was seen from the first. Privacy and confidentiality were foremost. No student was required to give her/his name. At first many students were reluctant to admit that they were involved in DWI cases, drug busts, or other criminal activity. However, as soon as they ascertained that the matters were completely confidential and would not be reported to the school authorities, they spoke freely. The attorney's manner and friendliness and his earnest desire to help made it easier for students to talk.

By the end of December, 1984, 74 students availed themselves of the service. The Student Senate renewed the attorney's contract for another semester. In August of each year since, his contract has been renewed again.

Patterns in Legal Service Statistics--October, 1984-August, 1987

The figures revealed surprising issues coming to the fore. Instead of the anticipated predominance of landlord/tenant inquires or traffic court problems, the breakdown indicated the following leading problems:

91	Matrimonial/Custody/Child Support problems
68	Immigration questions
67	Landlord-Tenant issues
65	Consumer problems
63	Criminal charges
62	Traffic tickets

There can be no doubt that students have all sorts of legal questions. Some are problems they handle themselves, but a surprising number of students sought information on their rights, responsibilities, or recourse as victims. The information was explained to them by the attorney, and they were given detailed instructions on how to proceed. It was evident that many of the students, particularly the foreign students, were fearful of having any contact with official bodies such as the courts, the police department, and federal and state agencies. Those with immigration-related issues were particularly reticent and often sent others to get the needed information. Indeed, many of the students would forego their rights rather than to have contact with such agencies, and had to be encouraged to come forward. For example, a number of students had accounts with a particular bank. An employee apparently was systematically cleaning out their accounts by forging their names to withdrawal slips. Yet the students were fearful to taking recommended action.

The County Legal Aid Society figures reveal that their clients' most prevalent problems refer to public entitlement, housing, social security, family, and matrimonial matters, in this order. Criminal matters are referred to the Public Defender's Office. A comparison may be made between the students and indigent county citizens.

The patterns that developed in how the legal service was utilized more closely followed our anticipations in terms of location and timing:

	10/84-8/85	9/85-8/86	9/86-8/87
Personal Interview			
Main Campus	80	100	82
Local Learning Centers	66	58	65
Attorney's Home	--	--	12
Telephone	69	84	99
Total	215	242	258
Leading Months	Feb. (43) Nov. (38) Mar. (37)	Mar. (54) Dec. (41) Nov. (40)	Feb. (38) Oct. (37) Mar. (36)

Demographics collected this past year revealed that utilizers of the service were 52 percent male, while men comprised only 43 percent of the college population. Furthermore, a higher percentage of older students received help than were represented in the student body. This pattern, along with the fact that Local Learning Center students are also over-represented among utilizers, means the service is meeting the needs of populations that are typically difficult to reach with either services or activities. They are getting something for their SAF, and they are involved!

The nationality/ethnic breakdown reveals heavy utilization by those new to American society:

150 Americans:
101 White
38 Black
8 Hispanic
3 Asian
53 International students
48 Permanent residents
7 Not recorded

Future of the Service

Our informal evaluation reveals no negative feedback from any source. Students readily access their attorney and receive help. Confidentiality is respected and is perceived to be respected. An excellent working relationship with the attorney has included few schedule changes and his extending hours when students were there to be helped. Short illnesses and vacations have been covered by a colleague. Our lawyer even began seeing people at his home when urgency demanded. He has done pro bona work with the child care Board and in personnel training workshops. The cost per student has been kept below $25. Furthermore, anticipated problems have not materialized: There was no known use by non-students and, no confidentiality problems have occurred despite the fact that the attorney sometimes utilized the cafeteria or a hall in the Student Union building to consult with students.

Three improvements were made as we moved into the second, third, and fourth years:

1. Because no students showed up for appointments on a few scheduled dates (evenings on Main Campus and at Local Learning Centers),

we began to announce the attorney's schedule to evening classes and to phone the Local Learning Center Coordinators to request that they distribute brochures and post notices.

2. The schedule has been fine-tuned:
    a. The percentage of hours allocated for the Local Learning Centers has been increased.
    b. Two-hour blocks are now used to allow sufficient time for consultations.
    c. Total consultation hours have been increased from 45 to 70. Nevertheless, the yearly expense increased only $1,000 to $6,000 out of a $310,000 SAF budget.
    d. The brochure has been professionally designed and includes the whole year's schedule and the attorney's home phone number.
    e. He has been scheduled to be present at special fall events to increase his visibility: Orientation, Evening Students' Open House, Fall Fest/Club Fair and DWI Education Day.
3. Conducting educational seminars on the problems we now know are most common could prevent some students from getting to crisis points. A step has been taken in this direction by distributing several hundred New York State Bar Association "Know Your Rights" pamphlets and seminars are planned to begin this fall, hosted by pertinent staff at various times and places.

Work is still needed in other areas:

1. A linkage with paralegal training courses would provide both supervised hands-on field experience as well as help in expanding the service even farther without increasing costs. Interns could be trained to handle some screening interviews and be assigned follow-up work on complex cases.
2. We do not know enough about how students progressed after getting advice. In some instances, the students reported back to the attorney. In the future, statistics need to include sampling to determine results and impact on the students' academic progress.
3. Areas where the attorney could be asked to join the Student Senate in advocacy work need to be explored and procedures defined before an issue arises. Also needing clarification are situations wherein an

individual student could secure advice on suing the college or an employer or where the attorney could aid a student in a disciplinary proceeding.

Factors Supporting Success of the Service at Rockland

1. Qualifications of the individual attorney are important:
   a. A semi-retiree, he is readily available to the students, either in person or by telephone, day, night or weekends.
   b. He is a grandfatherly person, easy to talk to and inspires confidence.
   c. He is widely experienced in all aspects of the law. His approach is not to give technical legal opinions, but to give simple, practical methods of solving the problems presented.
2. The service is designed to be easily accessible:
   a. Wide publicity and promotion of availability of services.
   b. A mix of in-person and phone modes of service delivery, times and places: day-evening-weekends-holidays plus main campus and Local Learning Centers.
   c. A simple, direct approach with no forms, no red tape, no personal interrogation.
3. Broad campus support exists, based on a shared philosophy of SAF usage.
4. Service meets vital needs of students.
5. No controversies or negative criticism have occurred. (On the positive side, a number of students sent in letters of deep appreciation for services rendered.)
6. Service is neutral. Students are advised of their rights as well as their responsibilities in each situation. This is especially important in a time with basic procedural rights now guaranteed. An occasional student is tempted to insure her/his rights only as a means to manipulate her/his way out of personal responsibility for destructive or antagonistic behavior. The college is, after all, a learning, not a judicial institution.

A Survey of How Students' Legal Needs are Met at New York Community Colleges

The author conducted a telephone survey of the Student Activity officials at the 29 colleges with 33 campuses in August, 1985.

Most refer students to local legal aid societies and have never had free legal information service on campus. One Student

Activity Director gives out New York State Bar Association pamphlets and secures advice for students from the County Attorney. Another is an expert on Landlord/Tenant issues and advises students directly on these matters. Faculty who are also attorneys informally aid students at several colleges. The Campus Minister at one college secures help from contacts among attorneys. At another college, a Displaced Homemaker program secures volunteer attorneys to consult with students to conduct informational seminars on pertinent topics.

Three colleges (Cayuga, Genesee and Nassau) reported a free legal service in the past, but that it is no longer offered.

Six colleges were providing free legal information for students via Student Activity Fees: Corning, Erie-North, Finger Lakes, Hudson Valley, Rockland, and Schenectady. Sullivan recently began a service after hearing of Rockland's. Additionally, Broome refers students across town to a similar service offered gratis by the SUNY University Center at Binghamton. Programs at Corning, Finger Lakes, and Hudson Valley have existed since the mid-seventies while the others have more recently begun. Budgets ranged form $225 to $6000, with retainers as well as per-hour billing used. Hudson Valley's attorney is also a faculty member; Schenectady's service is provided by agreement with the Legal Aid Society; the others are via private attorneys.

Observations from these institutions indicate that landlord/tenant issues topped the list of problems for which students needed advice, followed by traffic tickets, marital conflicts and criminal charges. At no campus did the service include representation in court or exclude either advising a student in campus disciplinary proceedings or helping in complaints against campus personnel for sexual harassment or discrimination.

Only a few minor unresolved problems were reported in the survey: occasional underutilization, need for more funds to enable the attorney to write letters for students and potential lack of independence of attorney.

The numerous benefits of the service were enthusiastically reported and can be summarized: gaining information on rights or responsibilities often gives great emotional relief to students enabling them to avoid costly entanglements which impede academic success.

In conclusion, at Rockland Community College, creative teamwork between the Student Government and the Office of Student Life developed a cost-effective, easily-manageable means to meet students' needs for legal guidance. Other models have evolved around New York as well. These services assist students in removing barriers which stand in the way of educational goals; they also help them feel involved in the campus as well as grow in citizenship.

The author welcomes updates on legal services at SUNY colleges or inquiries on starting or improving such services. He can be reached at: Office of Student Life, Rockland Community College, 145 College Road, Suffern, New York 10901 (914) 356-4650, Ext. 374.

Book Review: Brian Gallagher's Microcomputers and Word Processing Programs: An Evaluation and Critique

by
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The casual reader, scanning the cover of this book, may be easily misled. Its straightforward title, plain appearance, and minimalist binding seem to suggest yet another technical report. They give no clue to the real contents of this 191-page monograph, which is one of the most useful and perceptive studies of word processing to appear in print.

Gallagher assumes that the reader has little knowledge of computers but belongs to a community of serious, humanistic teachers of writing. His voice is refreshingly natural and eloquent. He avoids the high-tech hype, the giggling over bits and bytes, and the uncritical embracement of technology that has characterized so much of the honeymoon stage of composition and computers. Instead, he gives us the carefully distilled ideas and observations of an accomplished scholar and experienced English teacher who has worked intensively with word processing programs and who has analyzed their implications with great skill.

What makes this work unusual among the current books on word processing is the quality of Gallagher's attention to both practical and theoretical questions. Here is a mind that seems to be equally at home with WordStart and Wordsworth, with Volkswriter and Superwriter as well as Marx, Nietzsche and Stanley Fish. He describes in close detail the technical features for twenty different programs, but he also speculates about their long-range effects on the way we think and write. So while he identifies specific benefits to student writers, he is sensitive to the cultural and intellectual forces at work behind computer technology and leaves us with deep concerns about its uses and misuses. Readers in search of software tips will find plenty of nuts and bolts, but they will also find themselves confronting larger issues: how software design may involve forms of intellectual coercion, how computers may be widening the gulf between privileged and underprivileged students, how word processing may be changing the very nature of language and the process of composing.

CHAPTER 1, an overview, begins by sketching both the pedagogical possibilities of word processing and the limitations within which word processing can improve writing. There is a brisk general description of how word processing programs work, a useful introduction to their special terminology, and a prelude to the key issues that will appear throughout the book. From the outset, the tone is wary but optimistic: "After two hours you may never want to write on a word processor again; after five you may never want to write on anything else."

CHAPTER 2 examines the place of word processing in writing instruction. Will word processing significantly revise the role of writing teachers? Which student populations are likely to benefit most from the new technology? How can teachers make the best use of word processing in their composition courses? Gallagher's answers to such questions are based solidly on personal classroom experience and an impressive breadth of research. At LaGuardia Community College, Professor Gallagher worked extensively with learning disabled students and ordinary basic writers in a microcomputer lab. His discovery of how writing by computer can bypass certain problems of dyslexia and other learning disabilities point the way to an exciting range of applications. His other findings--for example, that computers seem to encourage collaboration, experimentation, substantive revision, more focused visual attention, and a more natural writing voice--are supported by bountiful citations from Helen Schwartz, Zinsser, Daiute, Standiford, Wresch, and others. From this body of accumulating knowledge, Gallagher culls five "success factors," identifies some real and potential problems, and offers useful tips on getting started. For faculty who have doubts about the place of computers in a writing program, this is the first chapter to read.

For faculty who are considering computers for their personal and professional writing, CHAPTER 3 presents a tidy but convincing case. On the practical side, Gallagher estimates that word processing can save the average teacher at least 10 full days per year. On the theoretical side, addressing the concern that technology may hamper creativity, he reminds us that the first American novel written on a typewriter was "one of the great expressions of the 'natural' genius of the American vernacular": The Adventures of Huckleberry Finn.

Technology takes center stage in CHAPTER 4, an evaluation of twenty widely-used word processing programs. Reviews of writing software abound in popular computer books and magazines, but Gallagher performs a special service here by highlighting their pedagogical features. He has arranged them by complexity and price into three broad groups, concentrating on the demands of academic writing and the needs of college students. There are no grids; each program is treated individually as called for. The value of a single person having worked for many hours with so many different programs soon becomes apparent. Gallagher's cumulative reviews form a continuous narrative which reveals a great deal about the assumptions made by software developers, about the habits of mind fostered by word processing, and about the writing process itself. Too often, editing and writing are treated by word processing packages as discrete acts (in Selectwrite, for example), content is trivialized, and writing is treated as so much "material" to be processed into appropriate formats (Powertext). This CHAPTER 4 becomes a timely warning to both word processing designers and users.

Unfortunately, these reviews are limited to software available for the IBM PC. Apple users may not find the references to F1 or ALT keys very helpful, and programs like AppleWriter or

Appleworks are necessarily omitted. Still, Gallagher has performed yeoman's service by evaluating such a broad range of specific programs. Without answering the question "What's the best?," his thorough treatment should help most readers to find the best for their background and needs.

From nuts and bolts, Gallagher moves on to metaphysics. CHAPTER 5 is his most theoretical and in many ways the most important. Here he takes up issues of philosophy and politics that are too often ignored in the current headlong rush to find the most advanced hardware and software. How can word processing influence our notions of language, knowledge, and society? He questions the simplistic notion that word processing is just a matter of processing words "more quickly and more thoughtlessly." Print is different on the screen than it is on the page. In its electronic form, the word processed text has much in common with a television broadcast. It is highly public and protean, "both readily and continuously available for scrutiny by others and less stable and complete than a conventional printed text." Its instability, or "potentiality," blurs traditional distinctions between one stage of writing and another, enforcing the idea of writing as a continuous, unending process. "What is recorded can be printed at any moment; what is printed at any moment is never permanently fixed." This raises problems of ontology and epistemology. If a printout is just a secondary form, where is the original? Wherein does an electronic text exist? And if the logic of a word processing programs takes initial precedence over the user's intellect (it does only what it's programmed to do, even if in so doing it runs counter to the user's intentions), to what degree does the user "know" what he or she is writing? And finally, is word processing closing or widening the gap between the wealthy and the poor? What social implications can be drawn from the "decidedly unequalitarian bent to the sales rhetoric of computers"?

Gallagher's discussion of these issues is serious, sophisticated, and compelling. Despite his obvious enthusiasm for the new technology, he does not take its promises lightly. The computer is not a tool that can be "humanized" by well-intentioned English teachers. Nor is word processing instructive by itself. To be genuinely effective in the teaching of writing, computers need a pedagogical framework that includes much more than the help menus and manuals provided by manufacturers. Microcomputers and Word Processing Programs goes a long way toward building that framework.

Brian Gallagher's Microcomputers and Word Processing Programs: An Evaluation and Critique is part of the CUNY Research Monograph Series. Report No. 9. March 1985, and is available from the Instructional Resource Center Office of Academic Affairs, The City University of New York, 535 East 80th Street, New York, New York 10021.

About the Contributors

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Dr. Phyllis Bader-Borel has served the State University of New York for 18 years in several major areas: Academic Affairs, Student Affairs, and Community Colleges. She is currently Director of Program Development in the Community College Office of the Central Administration. Dr. Bader-Borel works with community college presidents, academic deans and vice presidents, faculty and the Faculty Council, and other individuals and groups providng information, research and assistance. While serving in the Office of Educational Services, she created and edited the SUNY Retention Manual and the nationally--distributed SUNY Retention Newsletter. Phyllis holds a Ph.D. and a Master of Philosophy degree in Comparative Literature from New York University, an M.A. in French from Columbia University, and a B.A. in English and French from the University of Louisville.

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FELDMAN
Marvin Feldman has been president of the Fashion Institute of Technology since 1971. Under his leadership the college has grown from a small technical school with 1,200 students into an innovative leader in career education with an enrollment of 12,000. F.I.T.'s curriculum now includes 26 fields of study in art and design, and business and technology leading to the A.A.S., B.S., B.F.A., or M.A. degrees. Making the most of the college's location in the heart of New York City, fashion capital of the world, President Feldman has worked to promote close ties and mutual support between F.I.T. and industry. His lifelong commitment to education includes experience as a university and

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FOSSEDAL
Dr. Ruth M. Fossedal currently serves as Dean of the College at Genesee Community College where she previously held the post of Dean of Community Services. Prior to that she held a number of positions at Waukesha County Technical College in Wisconsin. Dr. Fossedal was selected Woman of the Year by the American Association of Women in Community and Junior Colleges in 1983. In 1984 she was chosen the Vocational Education Administrator of the Year in Wisconsin. She has written numerous articles on educational issues and has appeared on radio and television across the nation. She testified before Congress on community college programs and services related to training for disadvantaged populations. She earned a B.A. at Beloit College (Political Science), an M.A. at College of St. Thomas (Guidance and Counseling), and a Ph.D. at the University of Wisconsin-Milwaukee (Administrative Leadership).

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KELLY
Mary B. Kelly, artist and professor of art at Tompkins Cortland Community College has learned first hand to incorporate work on the computer in her artwork. Trained as a fine artist with degrees from Rhode Island School of Design and Syracuse University, she was first introduced to the world of computers by a student whose husband was connected with the Graphics Department at Cornell University. On a field trip to the Computer Graphics area, she and her students first experimented with design software and hardware, just as it was being developed. Kelly regularly exhibits paintings and weavings throughout New England. She has also exhibited her computer graphics in area conferences and exhibitions. She has published articles on computer graphics in Computers and Graphics and Computer Graphics Forum. She has done graduate work in Computer Graphics at Rochester Institute of Technology and has recently written a new program in Graphic Design and Computer Graphics for her campus. She teaches courses in Computer Graphics I and II on a regular basis.

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1989

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